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ABSTRACT

This annotated bibliography about vocational training in the Netherlands is organized in 10 sections that cover the following topics: (1) literature on the vocational training system; (2) literature regarding developments and ideas of the government regarding vocational training; (3) legislative literature; (4) the upper secondary education; (5) transition from school to work; (6) education and training for unemployed youth/youth unemployment; (7) vocational training for adults; (8) vocational training for special groups (persons with disabilities, migrants, women); (9) technological developments; and (10) training for teachers vocational training. Citations contain title, author, publication information, and an abstract. (KC)

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Vocational training in the Netherlands A selected bibliography

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CEDEFOP Document

Vocational training in the Netherlands
A selected bibliography

G.M.G. Spronk
Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven
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EN The European Centre for the Development of Vocational Training (CEDEFOP) was established by Regulation of the Council of the European Communities in February, 1975, as a result of the Social Action Programme launched by the Communities in 1974.

It is governed by a Management Board composed of three representatives of the Commission of the European Communities and three representatives from each of the twelve Member States of the European Community, of whom one is a representative of the trade unions, another of employers' organizations and a third of governments. CEDEFOP has a staff of 44. Its budget is approx. 4.5 million European Currency Units (ECU). The Director of the Centre is Dr. Ernst Piehl, the Deputy Director, Dr. Corrado Politi.

CEDEFOP's objective is to assist the development of vocational training policy in the Communities, by supplying technical and scientific advice and information to both the Community institutions, particularly the Commission, and authorities and organizations in the Member States. Its instruments are the organization of seminars and conferences, the collection and dissemination of information, and the publication of specific reports and periodicals.

CEDEFOP's field of activities, as its title implies, is vocational training, but this is interpreted in a broad sense, so that its work relates to issues such as the integration of young people into working life, initial vocational training, continuing education and training, and paid educational leave. Amongst the main themes of its work at present are:

- vocational preparation and training for unemployed young people
- the establishment of linked periods of education, training and employment ("alternance")
- the equality of vocational training opportunities for women and girls
- vocational training responses to the challenges posed by the introduction of new technologies
- comparative studies of the vocational training systems
- trends in innovation in continuing education and training
- the training of trainers
- vocational training and regional development
- vocational training for small and medium-sized enterprises.

CEDEFOP's INFORMATION AND PUBLICATIONS POLICIES

CEDEFOP publishes two periodicals. "CEDEFOP News" is currently published four times each year in the official Community languages. It is available free of charge on request and contains brief information items concerning activities in the field of vocational training at Community level and in the Member States. It also provides information on CEDEFOP's own activities.

CEDEFOP's Bulletin on "Vocational Training" is now published three times a year in six of the Community languages. Usually it deals in depth with a particular theme. It is available on subscription.

In addition to its two periodicals, CEDEFOP produces an information sheet "CEDEFOP Flash" presenting the latest results of its activities. It is issued at irregular intervals in three languages (English, French, German) and is available on request from CEDEFOP.

CEDEFOP also publishes through the Office for Official Publications of the European Communities and its sales offices the results of the studies it carries out on themes such as those mentioned above. A full list of these publications, information concerning subscriptions to "Vocational Training", copies of CEDEFOP News, the Annual Report and a brochure concerning CEDEFOP can all be obtained on request by writing to:

The European Centre for the Development of Vocational Training (CEDEFOP)
Bundesallee 22
D-1000 Berlin 15
Tel. (030) 88 41 20
Telex: 184163 eucen d

In addition to providing information on specific vocational training issues or on the systems of vocational training through its own publications, CEDEFOP tries through its library and documentation services to provide additional information concerning vocational training activities at Community level and in the Member States. The key instruments in this respect are the indexed and catalogued references to the most significant books and articles on vocational training published by the Member States and national organizations. There are at present some 20 000 references, while 250 periodicals are received by CEDEFOP. It is planned to computerize these catalogues, and the first initiatives in this direction have been taken. CEDEFOP has restructured its Thesaurus on vocational training terms making it, as far as possible, compatible with both the labour market macro Thesaurus of the International Labour Office (ILO) and the EUDISED Thesaurus of educational terms, which is jointly managed by the European Commission and the Council of Europe. The Thesaurus is produced in four languages (English, French, German and Italian). In the preparation of the Thesaurus, and on many other aspects of its documentation work CEDEFOP cooperates closely with both the central and national units of EURYDICE, the education information network established by the Council and Ministers of Education of the Community.

Inputs to the documentation centre are made by CEDEFOP, but also by members of the documentation network, which CEDEFOP has established and which will eventually consist of one institution in each Member State. These institutions provide indexations and abstracts of the most important publications and journal articles in the field of vocational training in their country, make contributions to bibliographies and documentary dossiers on particular subjects and provide answers to questions raised by policy makers, researchers and practitioners, channelled through CEDEFOP or other members of the network. At present, the following institutions are members of the network:

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Tel. (01) 68 57 77
Telex: AnCO 24338 EI
Contact Person: Mr. D. Kerr

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(British Association for Commercial & Industrial Education)
16 Park Crescent
GB-London WI 4AP
Tel. (01) 636 53 51
Contact Person: Mr. S. Sharples

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Fehrbelliner Platz 3
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Tel. (030) 868 31
Contact Person: Mr. Dr. K. Schweikert

Centre Inffo
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F-92080 Paris-la-défense
Tel. (01) 778 13 50
Contact Persons: Ms. O. Arauz, Mr. P. Malosse

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B-1000 Bruxelles
Tel. (02) 513 91 20
Contact Persons: Mr. F. Geers, Mr. J.-P. Grandjean

P C B B
(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)
Verwersstraat 13-15
Postbus 1585
NL-5211 Hs' s-Hertogenbosch
Tel. (073) 12 40 11
Contact Persons: Mr. P. Wolters, Ms. G. Spronk

Statens Erhvervspaedagogiske Laereruddannelse (SEL)
(Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)
Rigensgade 13
DK-1316 Kobenhavn K
Tel. (01) 14 41 14
Contact Person: Ms. Else Koefoed

It is expected that a partner from Greece and from Luxembourg will join the network in the near future. The Commission's unit of EURYDICE, the ILO Training Branch and Library and the International Centre for Advanced Technical and Vocational Training in Turin work closely with the network and are invited to its meetings.

This volume is the result of the work of the documentation network. Further information on it can be obtained from the addresses or from CEDEFOP, where Ms. Gesa Chomé, Ms. Martina Ni Cheallaigh, Ms. Alison Clark, Ms. Gabriella Triches and Mr. Michael Adams are responsible for this work, under the direction of Dr. Corrado Politi, Deputy Director.

NL Het Europees Centrum voor de ontwikkeling van de beroepsopleiding (CEDEFOP), dat in februari 1975 uit hoofde van een verordening van de Raad van de Europese Gemeenschappen werd opgericht, vormt een van de resultaten van het in 1974 in werking getreden sociale actieprogramma van de Europese Gemeenschappen.

Het Centrum wordt bestuurd door een Raad van Bestuur, waarin voor iedere lid-staat één vertegenwoordiger van de werknemersorganisaties, één vertegenwoordiger van de werkgeversorganisaties en één vertegenwoordiger van de regering alsook drie vertegenwoordigers van de Commissie van de Europese Gemeenschappen zitting hebben. Het CEDEFOP heeft 46 medewerkers in dienst en werkt met een begroting van ongeveer 4,5 miljoen Europese rekeneenheden (ECU). De directie bestaat uit de heer Ernst Piehl (directeur) en de heer Corrado Politi (adjunct-directeur).

Het CEDEFOP heeft tot taak hulp te bieden bij de ontwikkeling van het beroepsopleidingsbeleid in de Gemeenschap. Daartoe verschaft het de instellingen van de Gemeenschap — en met name de Commissie — alsmede de autoriteiten en organisaties van de lid-staten technische en wetenschappelijke informatie en adviezen. Het organiseert seminars en conferenties, verzamelt en verspreidt informatie, en publiceert naast een aantal periodieken ook verslagen over bepaalde onderwerpen.

Het CEDEFOP is, zoals zijn naam al zegt, actief op het vlak van de beroepsopleiding. Het begrip beroepsopleiding moet in dit verband ruim worden opgevat. Het Centrum houdt zich dan ook bezig met onderwerpen als de integratie van jongeren in het beroepsleven, initiële beroepsopleiding, her-, bij- en nascholing, en betaald educatief verlof. Momenteel werkt het CEDEFOP onder andere aan de volgende thema's:

— beroepsvoorbereiding en beroepsopleiding van werkloze jongeren
— koppeling van onderwijs/opleiding aan werk (de zgn. alternerende opleiding)
— gelijke kansen voor vrouwen en meisjes op het gebied van de beroepsopleiding
— het antwoord van de beroepsopleiding op de uitdaging van de nieuwe technologieën
— vergelijking van de beroepsopleidingsstelsels
— vernieuwingen op het gebied van de her-, bij- en nascholing
— opleiding van opleiders
— beroepsopleiding en regionale ontwikkeling
— beroepsopleiding voor het midden- en kleinbedrijf

HET INFORMATIE- EN PUBLIKATIEBELEID VAN HET CEDEFOP

Het CEDEFOP geeft twee periodieke publikaties uit. „CEDEFOP news" wordt in de officiële talen van de Gemeenschap gepubliceerd en verschijnt momenteel vier keer per jaar. Het blad, dat gratis verspreid wordt, bevat korte artikelen over de activiteiten die de lid-staten en de Gemeenschap op het vlak van de beroepsopleiding ontwikkelen. Het verschaft tevens informatie over de werkzaamheden van het CEDEFOP zelf.

„Beroepsopleiding", het tijdschrift van het CEDEFOP, wordt in zes Gemeenschapstalen uitgegeven en verschijnt op het ogenblik drie keer per jaar. Deze publikatie, waarop een abonnement genomen kan worden, handelt meestal over een bepaald thema.

Naast deze periodiek uitgegeven publikaties, produceert het Centrum ook de zogenaamde „CEDEFOP flash". Hierin worden de resultaten van de werkzaamheden van het Centrum beschreven. „CEDEFOP flash" verschijnt op onregelmatige tijden in het Engels, Frans en Duits en is bij het CEDEFOP op verzoek verkrijgbaar.

Via het Bureau voor officiële publikaties der Europese Gemeenschappen en zijn verkoopkantoren, publiceert het CEDEFOP tevens studies die het naar de hierboven genoemde thema's heeft laten uitvoeren. Een volledige publikatielijst, informatie over een abonnement op Beroepsopleiding, nummers van CEDEFOP news, het Jaarverslag en de brochure over het CEDEFOP kan worden verkregen bij:

Het Europees Centrum voor de ontwikkeling van de
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Bundesallee 22
D-1000 Berlin 15
Tel.: (030) 884 120 Telex: 184 163 eucen d

Naast de informatie die het CEDEFOP via zijn publikaties over onderwerpen met betrekking tot de beroepsopleiding verspreidt, probeert het door middel van zijn bibliotheek en documentatiedienst nog aanvullende informatie te verstrekken over de activiteiten, die in de Gemeenschap en in de lid-staten op het vlak van de beroepsopleiding ontplooid worden. Het voornaamste instrument daarbij vormen de bibliografische gegevens van de belangrijkste boeken en artikelen die door de lid-staten en nationale organisaties over de beroepsopleiding gepubliceerd zijn. Het CEDEFOP beschikt momenteel over de bibliografische gegevens van 20 000 werken en ontvangt 250 tijdschriften. Het Centrum is voornemens zijn catalogi in de computer op te slaan en de eerste stappen in die richting zijn al gezet. Het CEDEFOP heeft zijn thesaurus met termen op het vlak van de beroepsopleiding herschreven. De thesaurus sluit nu beter aan op de thesaurus met arbeidsmarkt-terminologie van de Internationale Arbeidsorganisatie (IAO) en de EUDISED- thesaurus met onderwijstermen die door de Europese Commissie en de Raad van Europa is vervaardigd. De thesaurus is in het Engels, Frans, Duits en Italiaans gepubliceerd. Bij het herschrijven van de thesaurus en bij vele activiteiten op documentatiegebied werkt het CEDEFOP nauw samen met de centrale dienst en de nationale eenheden van EURYDICE, het door de Raad en de Ministers van Onderwijs van de Gemeenschap opgezette netwerk voor informatie over onderwijs.

De documentatie is niet alleen afkomstig van het CEDEFOP, maar ook van de leden die aangesloten zijn aan het documentatienetwerk van het Centrum, waartoe uiteindelijk één instelling per lid-staat moet gaan behoren. Deze instellingen leveren bibliografische gegevens en samenvattingen van de belangrijkste publikaties en tijdschriftartikelen die in hun land op het gebied van de beroepsopleiding verschijnen, leveren bijdragen aan bibliografieën en documentatie-dossiers over bepaalde onderwerpen en beantwoorden vragen die via het CEDEFOP of andere aangesloten leden van het CEDEFOP-netwerk door beleidsbepalers, onderzoekers en mensen in het veld gesteld worden. Op het ogenblik maken de volgende instellingen deel uit van het netwerk:

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PO Box 456
27-33 Upper Baggot Street
IRL-Dublin 4
Tel. (01) 68 57 77
Telex: AnCO 24338 EI
Contactpersoon: hr. D. Kerr

BACIE
(British Association for Commercial and Industrial Education)
16 Park Crescent
GB-London W1 4AP
Tel. (01) 636 53 51
Contactpersoon: hr. S. Sharples

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliner Platz 3
D-1000 Berlin 31
Tel. (030) 868 31
Contactpersoon: hr. K. Schweikert

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Tour Europe Cedex 07
F-92080 Paris-la-défense
Tel. (01) 778 13 50
Contactpersonen: mevr. O. Arauz, hr. P. Malosse

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ICODOC/CIDOC (Intercommunautair Centrum Documentatie-Centre intercommunautaire de documentation)
Keizerlaan 11
B-1000 Brussel
Tel. (02) 513 91 20
Contactpersonen: hr. F. Geers, hr. J.P. Grandjean

PCBB
(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)
Verwersstraat 13-15
Postbus 1585
NL-5200 BP 's-Hertogenbosch
Tel. (073) 12 40 11
Contactpersonen: hr. P. Wolters, mevr. G. Spronk

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Rigensgade 13
DK-1316 Kobenhavn K
Tel. (01) 14 41 14
Contactpersoon: mevr. Else Koefoed

Verwacht wordt dat het netwerk in de naaste toekomst kan worden uitgebreid met een instelling uit Griekenland en een instelling uit Luxemburg. De EURYDICE-dienst van de Commissie, de afdeling opleiding en de bibliotheek van de Internationale Arbeidsorganisatie en het International Centre for Advanced Technical and Vocational Training te Turijn werken nauw met het netwerk samen en nemen ook deel aan de vergaderingen van de netwerk-leden. Het onderhavige document is een resultaat van de werkzaamheden van het netwerk. Nadere inlichtingen kunnen worden verkregen bij de bovengenoemde adressen of het CEDEFOP, waar mevr. Gesa Chomé, Mevr. Martina Ni Cheallaigh, mevr. Alison Clark, mevr. Gabriella Triches en hr. Michael Adams zich onder leiding van de adjunct-directeur met documentatie bezighouden.

FR Le Centre européen pour le développement de la formation professionnelle (CEDEFOP), institué en février 1975 en vertu d'un Règlement du Conseil des Communautés européennes, constitue une émanation du Programme d'action sociale lancé par les Communautés en 1974. Il est dirigé par un Conseil d'administration composé de trois représentants de la Commission des Communautés européennes et de trois représentants pour chacun des douze Etats membres de la Communauté européenne, l'un représentant les syndicats, le second les organisations d'employeurs et le troisième le gouvernement. Le CEDEFOP compte 44 agents. Son budget s'élève à environ 4,5 millions d'unités de compte européennes (ECU). Le Directeur du Centre est M. Ernst Piehl, le Directeur adjoint M. Corrado Politi.

Le CEDEFOP a pour objectif d'apporter son concours au développement de la politique de formation professionnelle dans la Communauté en fournissant des conseils et des informations techniques et scientifiques aux institutions communautaires, notamment à la Commission, et aux instances et organismes des Etats membres. L'organisation de séminaires et de conférences, la collecte et la diffusion d'informations et la publication de rapports et de publications périodiques spécifiques constituent ses moyens d'action.

Le CEDEFOP exerce ses acitivités, comme son nom l'indique, dans le domaine de la formation professionnelle, cette dernière étant interprétée au sens large, si bien que ses travaux portent sur des thèmes tels que l'insertion des jeunes dans la vie active, la formation professionnelle initiale, la formation continue et le congé de formation. Parmi les thèmes essentiels qui font l'objet de ses travaux à l'heure actuelle figurent:

- La préparation et la formation professionnelles des jeunes chômeurs.
- La mise en place de formations en alternance.
- L'égalité des chances pour les femmes et les jeunes filles en matière de formation professionnelle.
- Les réponses apportées par la formation professionnelle aux enjeux que représente l'introduction des nouvelles technologies.
- Les études comparatives des systèmes de formation professionnelle.
- Les tendances dans les innovations en formation continue.
- La formation des formateurs.
- La formation professionnelle et le développement régional.
- La formation professionnelle en faveur des petites et moyennes entreprises.

LA POLITIQUE DU CEDEFOP EN MATIERE D'INFORMATION ET DE PUBLICATIONS

Le CEDEFOP publie deux périodiques. "CEDEFOP news" paraît actuellement quatre fois par an dans les langues officielles de la Communauté. On peut l'obtenir gratuitement sur demande, il contient de brefs articles d'information sur les activités dans le domaine de la formation professionnelle au niveau de la Communauté et des Etats membres. Il renseigne également sur les propres activités du CEDEFOP.

Le bulletin du CEDEFOP "Formation professionnelle" est publié actuellement trois fois par an dans six des langues de la Communauté. Généralement, il traite à fond d'un thème spécifique. La diffusion se fait par abonnement.

Le CEDEFOP produit en plus une information ponctuelle, "CEDEFOP flash", sur les résultats de ses travaux, qui paraît à intervalle variable en franâis, anglais et allemand.

Le CEDEFOP diffuse également les résultats des études qu'il réalise sur les thèmes précités, par l'intermédiaire de l'Office des publications officielles des Communautés européennes et de ses points de vente. On peut obtenir une liste complète de ces publications, des informations concernant l'abonnement à "Formation professionnelle", des numéros de CEDEFOP news, le Rapport annuel et une brochure sur le CEDEFOP en les demandant par écrit au:

Centre européen pour le développement de la formation professionnelle (CEDEFOP)
Bundesallee 22
D-1000 Berlin 15
Téléphone: (030) 88 41 20
Télex: 184163 eucen d

Outre les informations sur des thèmes spécifiques de la formation professionnelle ou sur les systèmes de formation professionnelle qu'il fournit par ses propres publications, le CEDEFOP essaye, grâce à ses services de bibliothèque et de documentation, d'apporter des informations complémentaires sur les activités de formation professionnelle au niveau de la Communauté et des Etats membres. Dans ce contexte, l'indexation et le catalogage des livres et articles les plus significatifs publiés par les Etats membres et les organismes nationaux sur la formation professionnelle constituent les instruments-clés. Il y a actuellement quelque 20 000 références tirées en partie des 250 publications périodiques reües par le CEDEFOP. L'on envisage l'informatisation des catalogues et les premières démarches à cette fin ont déjà été entreprises. Le CEDEFOP a restructuré son thésaurus des termes relatifs à la formation professionnelle de faõn à ce qu'il soit le plus compatible possible avec le macro-thésaurus du Bureau International du Travail (BIT), et le thésaurus EUDISED des termes d'éducation, ce dernier étant géré conjointement par la Commission européenne et le Conseil de l'Europe. Le thésaurus est disponible en quatre langues (franãis, anglais, allemand et italien). Dans la préparation du thésaurus, comme pour tout autre aspect de son travail de documentation, le CEDEFOP coopère étroitement avec EURYDICE, qui est le réseau d'information en matière d'éducation établi par le Conseil et les Ministres de l'éducation de la Communauté.

Le centre de documentation est alimenté par le CEDEFOP mais aussi par les membres du réseau de coopération documentaire qui a été mis en place par le CEDEFOP et qui comptera, une fois complet, un organisme par Etat membre. Ces organismes fournissent des indexations des publications et des articles de journaux les plus importants sur la formation professionnelle dans le pays concerné; ils apportent des contributions aux bibliographies et aux dossiers documentaires sur des thèmes spécifiques et répondent aux questions posées par des chercheurs, des praticiens et des responsables de la formation professionnelle et reües par le CEDEFOP ou par d'autres membres du réseau:

Actuellement, les organismes suivants participent au réseau:

AnCO-The Industrial Training Authority
PO Box 456
27-33 Upper Baggot Street
IRL-Dublin 4
Téléphone: (01) 68 57 77
Télex: AnCO 24338 EI
Correspondante: M. D. Kerr

BACIE
(British Association for Commercial & Industrial Education)
16 Park Crescent
GB-London WI 4AP
Téléphone: (01) 636 53 51
Correspondant: M. S. Sharples

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliner Platz 3
D-1000 Berlin 31
Téléphone: (030) 868 31
Correspondant: M. Dr. K. Schweikert

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F-92080 Paris-la-défense
Téléphone: (01) 778 13 50
Correspondants: Mme O. Arauz, M. P. Malosse

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B-1000 Bruxelles
Téléphone: (02) 513 91 20
Correspondants: M. F. Geers, M. J.-P. Grandjean

P C B B
(Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven)
Verwersstraat 13-15
Postbus 1585
NL-5211 Hs' s-Hertogenbosch
Téléphone: (073) 12 40 11
Correspondants: M. P. Wolters, Mme G. Spronk

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(Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)
Rigensgade 13
DK-1316 Kobenhavn K
Téléphone: (01) 14 41 14
Correspondante: Mme Else Koefoed

La Grèce et le Luxembourg devraient se joindre au réseau dans un proche avenir. L'unité EURYDICE de la Commission, la section formation et la bibliothèque du BIT ainsi que le Centre International de Perfectionnement Professionnel et Technique de Turin coopèrent étroitement avec le réseau et sont invités à ses réunions.

Le présent volume constitue le résultat des travaux du réseau de coopération documentaire. Des renseignements complémentaires peuvent être obtenus aux adresses citées ou auprès du CEDEFOP où Mme Gesa Chomé, Mme Martina Ni Cheallaigh, Mme Alison Clark, Mme Gabriella Triches et M. Michael Adams sont responsables de ces travaux sous la conduite de M. Corrado Politi, Directeur adjoint.

Introduction

This bibliography about vocational training in the Netherlands has been compiled for CEDEFOP.
When we were compiling it, we found that is was impossible to give a survey of the first phase of secondary education which was as detailed as the survey of the following phases.
In chapter I a survey is given of the whole educational system in the Netherlands, after which the account becomes more concise. In the second phase two educational streams can be distinguished, namely full-time day education and a dual system of training. In the first phase of secondary education both general education and vocational education are included.
In recent years the second phase of secondary education has continually been improved and extended. A description of the present state of affairs can therefore not be given. Developments which are taking place at present are referred to.
Much attention is paid to the major problem of youth unemployment. Various job creation schemes are carried out. That is why a survey of initiatives has been included.
The transition from school to work is also discussed.
Many schemes to develop adult education are carried out. An extensive bibliography of this subject is therefore given.
Another major issue is the development of the technology and the information technology. Extensive projects to introduce them into the training schemes are developed.
The last part contains references to literature on the training of teachers in vocational education.

This bibliography has been prepared by the Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven, which is the Dutch representative of CEDEFOP's documentation network.

G.M.G. Spronk.

Conter

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1. Literature on the Vocational Training System

Ministerie van Onderwijs en Wetenschappen
Het Nederlands Onderwijssysteem
Zoetermeer, 1985, 58 p.
Also En: The Dutch education system, DOCINFORM 329E
Fr: Le système educatif Néerlandais. Docinform 329F.

Brochure about education in the Netherlands. General principles of education in the Netherlands; the Ministery of Education and Science, the freedom of education in the Dutch educational system, the central government and local authorities, terms of employment of the staff of primary and secondary schools, primary education, special types of education, school structure and types of schools for secondary education, the Open University, planning, inspection of education, advisory and consulting board, the co-ordinating organizations, the unions of schoolboards, trade-unions for teachers, the parents' organizations and participation council, expenditure by central gouvernment to support education.

/MINISTERY OF EDUCATION; EDUCATIONAL SYSTEMS; EDUCATIONAL LEVELS; FINANCING/

Ministerie van Onderwijs en Wetenschappen
Verslag van de staat van het onderwijs in Nederland, 1983
Staatsuitgeverij, 's-Gravenhage, 1984, 293 p.

Report on the state of education and the educational policy pursued by the Dutch government in 1983. Part 1 (The State of education): general part with introduction on demographic developments, interrelation education and society, planning and financing of education, information on primary education, special types of education, secondary education, higher education and scientific research, adult education.
Part 2 (the policy pursued with regard to education and research): General part with introduction about financing of education within the framework of expenditure by central government, advisory and consulting structure, terms of employment and staff policy, planning and financing of education, specific subjects, policy with regard to primary education, special types of education, secondary education, higher education and scientific research, adult education.

/EDUCATIONAL SYSTEMS; DEMOGRAPHY; SCHOOL-ENTERPRISE RELATIONSHIP; EDUCATIONAL POLICY; FINANCING/

Onderwijs in beweging; stand van zaken in het Nederlandse Onderwijs in 1984
In: Onderneming, 13 (1984), nr. 38. Bijlage 1-14.

Survey of situation and developments with regard to the present educational system, particularly in vocational training in the Netherlands. Description and evaluation of Dutch education. Interrelation between vocational education and trade and industry; activities of the Contact-Centres Education Labour (C.O.A.).

/VOCATIONAL TRAINING; EDUCATIONAL SYSTEM; SCHOOL-ENTERPRISE RELATIONSHIP/

Ministerie van Onderwijs en Wetenschappen.
Van uitbreiding naar invoering van het kort middelbaar beroepsonderwijs
Staatsuitgeverij, 's-Gravenhage, 1983, 45 blz.

Policy memorandum which contains evaluation of the trial period K.M.B.O. (Shorter Intermediate Vocational Education) and plans with regard to extension of the K.M.B.O. and the continuation of the pilot schemes. Annexes containing background information about the evaluation.

HIGHER SECONDARY EDUCATION; EDUCATION; VOCATIONAL TRAINING; EVALUATION.

CEDEFOP
Beschrijving van de beroepsopleidingssystemen in Nederland.
W.S. Baars, Berlijn, december 1979

VOCATIONAL TRAINING. NETHERLANDS.

CEDEFOP
Beschrijving van de beroepsopleidingssystemen in de lid-staten van de Europese gemeenschap. Vergelijkende studie
Guide Cedefop, Berlijn 1984.

VOCATIONAL TRAINING. EUROPE. ANALYSIS.

Ministerie van Onderwijs en Wetenschappen
De inspectie van het onderwijs in Nederland
Zoetermeer, 1984, 32 p. Also: En.: Schools inspectorate in the Netherlands.
Docinform 328E
Fr.: L'inspection de l'enseignement aux Pays-Bas. Docinform 328F

Brochure on the inspection of education in the Netherlands. Information about responsibilities and policies in accordance with the education acts. Introduction to the organization structure of the inspection of education. Inspection work in practice.

EDUCATION; INSPECTORS; EDUCATIONAL ADMINISTRATION.

VO/WJ (Onderwijs en Vorming Werkende Jongeren) in cijfers
MOW-publicatie VO/WJ/MZP/P, 1984, 72 p.

In 1983 the "Training and Education of Young Employed People" Board had 334 institutions under its control, which comprised a total of 122.867 pupils/participants. As a result of the introduction of parttime KMBO this type of education was included for the first time besides the vocation-oriented education, day-release work for young people, experiments participation-education, co-operation schemes and fulltime KMBO.

PARTTIME VOCATIONAL SCHOOLS; EDUCATIONAL STATISTICS; PUPILS; ALTERNATING TRAINING; EXPERIMENTAL EDUCATION.

2. Literature regarding developments, ideas of the Government regarding the vocational training.

Adviesgroepprojecten tweede fase van het voortgezet onderwijs.
Leren vernieuwen; advies ontwikkelingsplan voor de tweede fase van het voortgezet onderwijs; discussienota
Zeist, 1983, 145 p.

Advice note on plan for the development-policy to be adopted with regard to education for 15/16 to 18/19 year olds. Summary of the advice note (contents and outline of the advice, striking views expressed in the advice note). Advice note development plan second phase secondary education. Starting-points for the development-policy. Development aims. Systematics of a development plan new style. Organization framework. Development activities intersectoral development activities, development activities in the sectors technical education, agricultural education, economic education, preparatory scientific education, service and health care education.

EDUCATIONAL POLICY; UPPER SECONDARY EDUCATION; RECOMMENDATIONS; GOVERNMENT POLICY.

Ministerie van Onderwijs en Wetenschappen
Eindconclusies van de Centrale Werkgroep voor bijzonder overleg over de nota de "Tweede fase vervolgonderwijs"
's-Gravenhage, 1984, 74 p.

Final advice note of central working party for special consultation on the Memorandum Second Phase Secondary education, with regard to the planning of the second phase of secondary education. Package of decisions with regard to the provision of vocational education and secondary education and preparatory scientific education; package of organisational decisions (monitoring of standards, completion of studies, enrolment, transition compulsory education and coverage); package of decisions with regard to structure of schools in the second phase of secondary educaiton (curriculum, school-organisation and framework). Package of decisions about interrelation education-labour (development of training schems). Packages of problems with regard to relationship lower secondary education and second phase of secondary education.

UPPER SECONDARY EDUCATION; VOCATIONAL TRAINING. SCHOOL-ENTERPRISE RELATIONSHIP; LOWER SECONDARY EDUCATION; RECOMMENDATIONS.

Ministerie van Onderwijs en Wetenschappen
Regeringsstandpunt over het Open Overleg Wagner; notitie over het eindrapport "Op weg naar een gezamenlijke verantwoordelijkheid"
's-Gravenhage, Staatsuitgeverij, 1984, 14 blz.

Position of government with regard to open consultation between government and trade and industry on technological innovation (preliminary remarks; views on joint responsibilities, consultation-structure, relationship school-labour, relationship shorter intermediate vocational education and apprenticeship system, higer vocational education, the government as employer, financial survey).

MINISTERY OF EDUCATION; TECHNOLOGY; SCHOOL-ENTERPRISE RELATIONSHIP; VOCATIONAL TRAINING; APPRENTICESHIP.

Ministerie van onderwijs en wetenschappen
Op weg naar een gezamenlijke verantwoordelijkheid; eindrapport van het Open overleg over de voorstellen van de Commissie Wagner inzake het beroepsonderwijs
Staatsuitgeverij, 's-Gravenhage, 1984, 211 blz.

Report in broad outline of the conclusions: the relationship between vocational education and professional practice should increasingly be highlighted, and for this purpose trade and industry are to take their share of the responsibility for the provision of vocational training. Annex 1: From the 2nd Report of the activities performed by the Advisory Committee with respect to the progress of the industrial policy: chapter III Vocational Education, a shared responsiblity (July 1982 - January 1983). Annexes 2 to 5 inclusive: the four reports of the advisory committees.

MINISTERY OF EDUCATION; TECHNOLOGY; SCHOOL-ENTERPRISE RELATIONSHIP; VOCATIONAL TRAINING; APPRENTICESHIP,

Ministerie van Onderwijs en Wetenschappen
Informaticastimuleringsplan (Bd2); onderwijsbijlage; versnelde invoering van informatietechnologie in het onderwijs
Staatsuitgeverij, 's-Gravenhage, 1984, 75 p.

Educational annex of the project for the promotion of information science, in which the considerations and intended policy measures in the field of education and information technology are set forth in detail. Presentation of concrete schemes and policy resolutions, with the relevant financial frameworks for the following five fields: national and regional infrastructure for the development and distribution of programmes; education-sector policy; additional training, guidance, retraining and specialisation; initial training of teachers, including equipment for (additional) training; educational research. The organisational measures and structures which are needed for the effectuation of the announced speeding up of the introduction of information technology in education.
INFORMATION TECHNOLOGY; EDUCATION; EDUCATIONAL POLICY; EDUCATIONAL FINANCING.

Ministerie van Onderwijs en Wetenschappen
Informatiestimuleringsplan (Bdl; beleidsvoornemens tot bevordering van informatietechnologie in Nederland
Staatsuitgeverij, 's-Gravenhage, 1984, 74 p.

Draft nota (18224) with survey of medium and long-term policy planning in the field of information technology, particularly information science. Discussion of policy plans with regard to education, research, reinforcement of the business-sector, application of information technology by the government, the provision of laws and regulations. Survey of the financial planning for the years 1984 to 1988 inclusive; annexes on the situation abroad, previous recommendations and policy statements, modernisation and rationalisation of facilities and equipment for scientific education and research, stressing the need for technology in the framework of the re-industrialisation policy.

INFORMATION TECHNOLOGY; EDUCATIONAL POLICY; EDUCATIONAL FINANCING; EDUCATIONAL PLANNING; MODERNISATION.

Ministerie van Onderwijs en Wetenschappen
Beleidskader voor activiteiten 1985 - 1986. Informatietechnologie in de eerste fase voortgezet onderwijs (Cluster 11.2).
Staatsuitgeverij, 's-Gravenhage, april 1985.

EDUCATIONAL POLICY; INFORMATION TECHNOLOGY; LOWER SECONDARY EDUCATION.

APVO-2
Ontwikkelingsplan tweede fase voortgezet onderwijs. Leren vernieuwen

Advice note development scheme second phase secondary education. Working paper. General framework development acitivities; intersectoral; technical education; agricultural education, economic education; preparatory higher education; service and health care education. In the (Provisional) advice note, which does not give any decisions on the legal budget-basis, starting points for the development policy regarding the education of 16 - 19 year olds are set forth. Objectives to be pursued are in the sphere of interrelating the education with vocational/higher education, improving of motivation, achieving better results, catching up on backlogs, promoting freedom of education, improving of quality.

VOCATIONAL TRAINING; UPPER SECONDARY EDUCATION; INNOVATIONS. DEVELOPMENT, EDUCATIONAL POLICY; TECHNICAL EDUCATION; AGRICULTURAL EDUCATION; ECONOMIC EDUCATION; HEALTH EDUCATION; HIGHER EDUCATION. YOUNG PEOPLE 16-19 YEARS OLD; EDUCATIONAL FINANCING.

Ministers en Sociale Zaken en Werkgelegenheid, van economische zaken en financiën.
Werkgelegenheidsnota 1983/1984
Nota, Gedrukte stukken II, 1983-1984, nr. 18102, (p. 98 e.v.)

Description of the Youth Working Plan, programme 1982, concerning the apprenticeship system, shorter intermediate vocational education courses for young unemployed people, social-cultural work, measures to improve employability and create jobs, pilot labour projects for young unemployed people. Policy plans for 1983/1984 and following years.

MINISTERY OF SOCIAL AFFAIRS; YOUTH EMPLOYMENT; NATIONAL PLANNING; EMPLOYMENT POLICY; VOCATIONAL TRAINING; APPRENTICESHIP.

3. Legislative literature

Ministerie van Onderwijs en Wetenschappen
Concept wet planning voortgezet onderwijs
Zoetermeer, 1985, 95 p.

Concept of an act containing rules for compilation of a national policy statement for secondary education, as well as rules for the commencement and termination of the funding of facilities and equipment in secondary education. (Planning Secondary Education Act). Title 1: General provisions. Title 2: national policy statement. Title 3: The provincial educational facilities plan, (general commencement of the funding of educational facilities and equipment); Title 4: Termination of funding; Title 5: Legal protection. Title A: Interim provisions; Title B: Changes in the Secondary Education Act. Title C: Changes in other acts. Title D: Other interim and final provisions.

SECONDARY EDUCATION; EDUCATIONAL BUDGET; EDUCATIONAL POLICY; ACTS. EDUCATIONAL PLANNING

Tweede Kamer der Staten Generaal
Regeling van de Onderwijsverzorging (Wet op de Onderwijsverzorging)
Vergaderjaar 1984-1985, no. 18770.

ACTS; EDUCATION; EDUCATIONAL GUIDANCE; MINISTERY OF EDUCATION.

Ministerie van Onderwijs en Wetenschappen
Proeve van een concept-ontwerp Ontwikkelingswet Voortgezet Onderwijs
Staatsuitgeverij, 's-Gravenhage, 1984, 64 p.

General provisions, development framework further primary education, development framework vocational training, development framework preparatory higher education, development and evaluation, changes in other laws, final provisions, explanatory notes on a number of articles.

ACTS. SECONDARY EDUCATION.

Tweede Kamer der Staten Generaal
Rijksbegroting voor het jaar 1985. Hoofdstuk VIII. Ministerie Onderwijs en Wetenschappen.
Vergaderjaar 1984-1985. no. 18600.

EDUCATION. EDUCATIONAL FINANCING. MINISTERY OF EDUCATION.

4. The upper secondary education

Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven
Leerlingwezen en ontwikkelingsplan
Bulletin, 1984, nr. 19. 8 p.

Special issue on apprenticeship system and development project with a collection of edited texts of preliminary observations and informative notes for the meeting on 29-5-1984 in Utrecht. Introduction by G. Wammes from the viewpoints of COLO (Central Body for the National educational organisations of trade and industry). Additional information with regard to the expected bulletins for national organisations and schools or institutes and parttime pilot projects. Integral rendering of article concerning a development project apprenticeship system and parttime shorter intermediate vocational education. Concise discussion of this proposal by C.J. van den Heuvel: A matter of approach. B. Koegler: First steps towards a joint approach to the yearplans of national organisations. W. van der Wal: Development project, co- operation and planning.

APPRENTICESHIP. ALTERNATING TRAINING. EDUCATIONAL POLICY.

Werkgroep Ontwikkelingsplan Leerlingwezen.
Hoofdlijnen van een ontwikkelingsplan Leerlingwezen, discussienota.
Den Haag, 1983, 37 p. (COLO, GSB, CORO, PCBB en COBO).

Working paper concerning character and components of a development project apprenticeship system. Special features of the apprenticeship system. Description of long-term prospects. An inventory of bottlenecks, problems and educational problems in the apprenticeship system. Indication of a strategy for the development project.

APPRENTICESHIP. EDUCATIONAL POLICY.

Werkgroep ontwikkelingsplan leerlingwezen/deeltijd K.m.b.o. van de Adviesgroep projecten in de tweede fase van het voortgezet onderwijs.
Ontwikkelingsplan leerlingwezen/deeltijd k.m.b.o.; interimadvies ontwikkelingsactiviteiten 1983/1984
Zeist, 1983, 34 p.

Interim advice note concerning developments in the apprenticeship system and parttime K.M.B.O. (shorter intermediate vocational education): components from the programme for personal and social education. The programmes physical training and linking programmes.

APPRENTICESHIP. PARTTIME COURSES. EDUCATIONAL POLICY.

Vries, B. de, K. Meijer,
Werkend leren in het beroepsonderwijs, eindrapport van het leerplaatsenproject.
Nijmegen, Instituut voor toegepaste sociologie, 1983, 301 p.

Final report of the research into the results of in-service training and excursions as part of vocational training: origin and organisation of the apprenticeship project, theoretical framework, aim, organisation and results of the development component, research component, questions asked and research methods used, the eight training-institutes featuring in the research, background characteristics of the pupils and their views on and knowledge about the way in which the trade-unions function; discussion in the schools about the way in which the trade-unions function. Activities undertaken by the schools to promote in-service training, work and position of apprentices in their training places, training results with regard to the training locations in the businesses, other training results from in-service training; fundamental conclusion is that various types of in-service training are valuable for a vocational training.

VOCATIONAL TRAINING. ALTERNATING TRAINING. RESEARCH.

Dijk, C. van
De organisatie van buitenschools leren; een evaluatie van gemaakte keuzen m.b.t. buitenschools leren in vijf kort M.B.O.-afdelingen.
Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven, 's-Hertogenbosch, 1983 81 p. (I.T.S., S.L.O. leerplaatsenproject, ontwikkelingsrapport 7)

Evaluation report of research and choices made with regard to in-service training in shorter intermediate vocational education and the development of practical training in Breda. Description sub-project Breda. Organisation of in-service training (metal working, motorcar engineering, installation techniques, services, training programmes for the hotel and catering industry, regulations for management of pilotschemes shorter intermediate vocational education with regard to work-practice policy). Draft training programme of the pilot scheme shorter intermediate vocational education in Breda, evaluation and proposals.

ALTERNATING TRAINING. VOCATIONAL TRAINING. EVALUATION. TRAINING SYSTEMS. ENGINEERS. METALWORKERS. MEDICAL PERSONNEL. HOTEL WORKERS.

K. Meijer, Eindredaktie
Stages in Nederland, verslag van de internationale leerplaatsen conferentie
Met bijdragen van J. Banks, L. Baroncelli, A.H. Koelink, e.a. Nijmegen, Instituut voor toegepaste sociologie, 1984, 164 p.

Report of the international conference "Work practice in vocational training", held from 17th to 20th January (inclusive) 1982 in 's-Gravenhage: Vocational training in the Netherlands and the role played by the In- service training within the system; the In-service training in the Netherlands; vocation oriented in-service training in the Netherlands, the in-service training project in national and international perspective.

ALTERNATING TRAINING. SECONDARY EDUCATION. CONFERENCE REPORTS. VOCATIONAL GUIDANCE.

Koninklijk Nederlands Ondernemers Verbond.
Nota leerlingwezen en Midden- en Kleinbedrijf. Werkend leren en Lerend werken.
Rijswijk, 1984, 20 p.

Views of K.N.O.V. (Royal Dutch Union of Entrepreneurs) with regard to the value of the apprenticeship system for mediumsized and small businesses (MKB) and vice versa. On-the-job training in the MKB. Measures for the promotion of the apprenticeship system. Bottlenecks impeding the growth of the apprenticeship system.

APPRENTICESHIP; SCHOOL-ENTERPRISE RELATIONSHIP; SMALL AND MEDIUM ENTERPRISES; ALTERNATING TRAINING; COSTS OF TRAINING; UPPER SECONDARY EDUCATION.

Dool, C. van der
Leren in School en Bedrijf.
COA-Rijnmond, Rotterdam, 1984.

This report is a part of the project "Career and job orientation for young people in the Rijnmond region". In this report an account is given of the preparatory phase of a scheme in which 15 to 19 year olds are better prepared for the transition from school to work. For this purpose contacts have been established with businesses, so that young people can obtain in-service training during their school education. Aim of the in-service training is to give participants a better understanding of the businnes/work.

TRANSITION INTO WORKING LIFE; YOUTH; SCHOOL-ENTERPRISE RELATIONSHIP; ALTERNATING TRAINING; WORK EXPERIENCE; PILOT PROJECTS.

Werkgroep Ondersteuning Proefprojecten Volletijd Kort Middelbaar Beroepsonderwijs
Ondersteuningsplan proefprojecten volle-tijd Kort Middelbaar Beroepsonderwijs 1984-1985
Den Bosch/Utrecht, 1984, 64 p.

Deals with support development work of the KMBO (Shorter intermediate vocational education) at local and national level for the period '84-'85. Annexes contain: 1. survey systems-managers with their field of action. 2. Survey writing groups with their managers, 3. Survey by trainingscheme developers with their field of action. 4. List of addresses.

UPPER SECONDARY EDUCATION. VOCATIONAL TRAINING.

Bontius, I.
Inventarisatie Stages in het KMBO
(Bijlage 12 bij WOP-informatie) 1985, Utrecht, Cobo, 16 p.

With regard to the KMBO an enquiry has been made into the existence of a central work experience policy; what kind of work experience exists in every division (exploratory vocation oriented training/modular training/ alternating training); the length of the training period and the role it plays in the training programma; who is responsible for the organisation and supervision of the work experience courses, recruitment, co-operation agreements, work experience contracts, role played by the apprenticeship system, bottlenecks. Results of five pilot schemes Shorter Intermediate Vocational Education have been evaluated. It has been found that the majority of vocational work experience courses are modular courses and that Exploratory and Bridge courses include alternating as well as modular courses.

ALTERNATING TRAINING. SECONDARY EDUCATION. VOCATIONAL TRAINING. PRE-VOCATIONAL TRAINING. WORK EXPERIENCE. PILOT PROJECTS.

Hoofdbedrijfschap Ambachten
Onderwijs en opleiding in het ambacht.
Themadag 28 november 1984 te Rhenen. Den Haag 194,

Collection of publications on the subject "Technical Education and Training". Summary of the report "Education and small and medium sized businesses". Integration within the training courses for entrepreneurs in the Trade sector: an inventory of developments and problems which are encountered within the training of future entrepreneurs in the trade sector. Note concerning proposals to effect the adjustment of the system and the implementation of the Business Licensing Act 1954. The trades proceeding towards 1990. The speeches held during the seminar.

VOCATIONAL TRAINING. SMALL AND MEDIUM SIZED ENTERPRISES. HANDICRAFT. EMPLOYERS. CONFERENCE REPORTS.

Frietman, J., H. van Happen
Gemeenschappelijke Opleidingsactiviteiten in het Leerlingwezen,
Katholieke Universiteit Nijmegen, Interdisciplinaire studierichting onderwijskunde, april 1984, 150 p.

Research into the apprenticeship system. The apprenticeship system is susceptible to cyclical influences. Do we need qualitative content-changes to avoid this? Survey of characteristics and developments of the apprenticeship system. Arrangements completed over the last years. B.V.J. (FUnding Scheme Young Pupils) - GOA (Joint Training Activities). DOes this lead to changes in quality? Techniques applied in the above-mentioned research. Analysis of research results. Summary and conclusions.

APPRENTICESHIP; RESEARCH; RESEARCH TECHNIQUES; QUALITY OF EDUCATION. FORECASTING.

5. Transition from school to work

Ministerie van Economische Zaken. Commissie Wagner
Een nieuw elan, de marktsector in de jaren tachtig, de rapporten van de Adviescommissie inzake het industriebeleid (juni 1981) en de Adviescommissie inzake de voortgang van het industriebeleid: januari 1982 - juni 1982, juli 1982 - januari 1983, februari 1983 - juni 1983, juli 1983 - december 1983; redactioneel bewerkt door H. van Dellen.
Deventer, Kluwer, 1984. 338 p.

Collection of all reports of both advisory committees with regard to industrial policy; it also includes aspects of vocational training.

INDUSTRIAL POLICY; VOCATIONAL TRAINING. TRANSITION FROM SCHOOL TO WORK.

Römkens, L., Geurts, J.
Bedrijfsspecifieke case-study; interimrapport in het kader van kwalitatieve aansluitingsonderzoek in het onderwijs voor 16-18 jarigen.
(De aansluiting tussen onderwijs en beroep bij 16-18 jarigen, een vergelijkend onderzoek naar de proefprojecten kort m.b.o. en primair leerlingwezen, SVOproject PO 573, derde interimrapport)
Nijmegen, Instituut voor toegepaste sociologie, 1984, 37p.

Interim report on an industry-based enquiry with regard to transition of 16-18 year olds into vocational education. Report of first company (metal company with production division), second company (for production of drums and tins as drinks and food/non-food products containers) and third company (for production and installation of fire extinguishers).

TRANSITION FROM SCHOOL TO WORK. CASE-STUDIES. YOUNG PEOPLE 16-18 YEARS OLD. METALWORKING INDUSTRY. RESEARCH REPORTS.

Katholieke Onderwijs Vakorganisatie
Vakman en toch werkeloos; alternatieven voor de fopspeen van de commissie Wagner.
Rijswijk, 1984, 63 p.

Report containing the final policy statement of the K.O.V. (Roman Catholic Education Trade Union) with regard to proposals of the Wagner Committee. 1. KOV's own views on the relation between education and labour system: discussion of a thinking-model with regard to the relation between education and the labour system; discussion of a model which includes the labour market as link between educational and labour system; the role played by the labour market, the labour system and the educational system with regard to the occurrence of transition problems. 2. Closer consideration of the major recommendations of the Wagner committee: problem-analysis by the committee; the role played

by the management and labour organisations; the two-stage-model system, the position of general education, the problems with regard to qualified staff.

TRADE UNIONS. SCHOOL LEAVING. YOUTH. TRANSITION FROM SCHOOL TO WORK. LABOUR MARKET. SOCIAL PARTNERS. SKILLED WORKERS. SECONDARY EDUCATION.

Stichting Publikaties SOF
Loon naar leren? Een kritiek op de relatie tussen het onderwijs voor 16- tot 18-jarigen en de arbeidsmarkt (samengesteld door M. Linthorst, H. van Ommeren en M. van den Oever).
Nijmegen, 1983, 57 p.

Some views with regard to the problem of the relation between education and the labour market which are currently held in educational circles are highlighted; accounting for the analysis which leads to the statement that the current sub-division of the training courses for the various competences is not justified by the competences which are really required in society and that the current sub-division, by which general education and vocation oriented education objectives are classified in two different groups is therefore not justified, description of a different type of education with different objectives.

LABOUR MARKET; VOCATIONAL TRAINING. SECONDARY EDUCATION. SCIENCE EDUCATION. SCHOOL-ENTERPRISE RELATIONSHIP. OCCUPATIONAL QUALIFICATION TRAINING NEEDS.

Bronneman-Helmers, R.
Leren werken
SMO, den Haag, 1984, 76 p. SMO Informatief 1984, nr. 5

Concise survey of some quantitative and qualitative developments which have taken place in the first phase of secondary education (LBO-Lower Vocational Training and MAVO-Lower Secondary Modern School) and the subsequent vocational courses and schools (including apprenticeship system and shorter intermediate vocational education). The position of LBO/MAVO-schoolleavers in the labourmarket had deteriorated substantially, a development which runs parallel to the trend which causes both types of education to function less and less as final education. For this reason government, employers and employees are trying to increase the number and size of the courses and to double the enrolements at schools for MBO (Intermediate Vocatonal Education) and apprenticeship system in 1986. However, there is still a lack of understanding about a number of subjects: the development in the demand for skilled labour in the various professional sectors and branches of trade and industry, the standard of the skills which will

be required by trade and industry in the future, in what way skilled labour is affected by technological developments, specification of the courses and the position and form of the work experience component within that framework.

LOWER SECONDARY EDUCATION. UPPER SECONDARY EDUCATION. LABOUR MARKET. TECHNOLOGY. VOCATIONAL TRAINING. WORK PERFORMANCE. SCHOOL LEAVING. TRANSITION FROM SCHOOL TO WORK.

Raad voor het Midden- en Klein Bedrijf
Onderwijs en Midden- en Klein bedrijf, rapport.
Den Haag, 1984, 97 p.

The report contains the views of the Raad voor het Midden- en Kleinbedrijf (Medium Sized and Small Businesses Board) on the unsatisfactory school-enterprise relationship, whereby the professions which are mainly exercised in medium sized and small businesses are the focus of attention. It also gives recommendations for the improvement of the relationship.

SCHOOL-ENTERPRISE RELATIONSHIP. TRANSITION FROM SCHOOL TO WORK. SMALL AND MEDIUM SIZED ENTERPRISES. OCCUPATIONS. REPORTS.

Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven.
Beroepsonderwijs gefaseerd? Verslag van de conferentie over het thema De relatie tussen beroepsonderwijs en arbeid met het oog op herindustrialisatie en bestrijding van werkloosheid;
(Gehouden op) 3 mei 1983, 88 p.(in Den Haag, onder auspiciën van het Ministerie van Onderwijs en Wetenschappen, Conferentieleiding P.J.G. Gathier).

Summary of the conference-reactions to the proposals of the Wagner committee with regard to vocational training. Speeches by: drs. Deetman, mr. C. van Veen "vocational training, a shared responsibility". W. Kok "Promising spheres of attention for vocational education". Dr. J.A. van Kemenade "The school-enterprise relationship". Mr. G.A. Wagner "Reaction to the speeches by C. Van Veen, W. Kok and J.A. van Kemenade". Summary of the major issues discussed by the morning panel. Summary of the group discussion about the recommendations of the Wagner committee. Discussion in connection with some views expressed by the evening panel. Final speech by the prime minister, drs. R.F.M. Lubbers.

SCHOOL-ENTERPRISE RELATIONSHIP. LABOUR MARKET. VOCATIONAL TRAINING. CONFERENCE REPORTS. TRANSITION FROM SCHOOL TO WORK. RECOMMENDATIONS.

Calcar, C. van (redactie), T. Frieling, J. Mastik.
De school, een wissel tussen leven en werk: opstellen over voortijdige schoolverlaters
Lisse, Swets & Zeitlinger, VOR, 1984, 167 p.

A growing interest is discernible for problems with regard to pupils in secondary education, especially for drop-outs. Their chances in the labour market have deteriorated substantially, partly due to the crowding-out process, which is taking place in professional qualifications (Diploma inflation). Many pupils are lingering in the school system much too long for their own good. Dropping out is, to a much larger extent than in the previous generation, the end of a process of failures in which lack of motivation, un-adaptiveness and rejection of careerism are prevailing causes. The articles in the collection deal with the differences in drop-out rates in various schools, interaction processes in the classroom, a different way of selecting pupils (the labour system should be responsible for the selection, which is still carried out by the schools), lack of consultation between school and enterprise due to a lack of appropriate technical knowledge.

TRANSITION FROM SCHOOL TO WORK. SCHOOL LEAVING. SECONDARY EDUCATION. EDUCATIONAL SOCIOLOGY. MOTIVATION. SCHOOL-ENTERPRISE RELATIONSHIP. PUPILS. EDUCATIONAL DROPOUT. EDUCATIONAL NEEDS. TECHNOLOGY.

Imhoff, E. van, H.A.M. Kuijper, M.M.C.M. HAEN, et al.
Het school- en beroepsloopbaanonderzoek KMBO-BBO: vierde voortgangsverslag: Rapportage over de tweede en derde meting van mei en september 1982.
Nijmegen, Katholieke universiteit, Subfaculteit der pedagogische en andragogische wetenschappen, 1983. 157 p.

In this report a distinction is made between the apprenticeship system and other vocation oriented education. Those who finish their study as well as schoolleavers have been interviewed (with and without diploma). Total number of people who were interviewed was for all the group: 801 pupils. There appeared to be a marked difference between boys and girls. In KMBO more schoolleavers obtain a diploma in the apprenticeship system more pupils find a job during their training. Drop-out is not connected with class-factors, it often occurs in the apprenticeship system, and girls have the highest drop-out rates. In KMBO work experience courses the assigned tasks and responsibilities are less taxing, the work experience has less social value. Differences in the way in which the training is experienced depend on the type of education. The decline of the apprenticeship system has been faster than the growth of KMBO: an unfavourable development. KMBO is particularly important for students who have not obtained a diploma.

VOCATIONAL TRAINING. UPPER SECONDARY EDUCATION. SCHOOL LEAVING. CERTIFICATION. APPRENTICESHIP. WOMEN. YOUTH UNEMPLOYMENT. COMPARATIVE ANALYSIS. NUMBER OF STUDENTS. REPORTS.

Imhoff, E. van, H.A.M. Kuijper, M.M.C.M. HAEN, et al.
Het school- en beroepsloopbaanonderzoek KMBO-BBO: vijfde voortgangsverslag: Rapportage over de vierde meting van september 1983.
Nijmegen, Katholieke universiteit, Subfaculteit der pedagogische en andragogische wetenschappen, 1984. 180 p.

This final progress report describes the fourth (and last) sounding of the end of 1983. The data have been collected from two groups of pupils, of 1980 and 1981 (total number 839). Three types of education feature in the enquiry: Shorter intermediate Vocational Education (KMBO), apprenticeship system (lw), and other vocation oriented education (BBO). The sounding concerns: 1. internal results of the courses. 2. external results courses, and 3. orientation and bridge year. In KMBO more pupils obtain a diploma. Lower previous education reduces the chance of obtaining a diploma. More than 50% of the pupils do not undertake further education, the lowest percentage of those who do, is found among KMBO students, the highest among pupils who have completed the apprenticeship training or intermediate vocational training. Often as parttime education. Most students undertook the study to improve their prospects of finding a job. The average unemplyment rate is 35%, often long-term. For KMBO-leavers and for girls this rate is much higher, for the apprenticeship system lower. Learn/labour contracts often have great value for a future job. Orientation and bridge groups, when they are directed to courses of the institution itself or to other courses and to work, are successfull, especially when they are directed to a course of further education. The conclusion is that government objectives with regard to KMBO are ambiguous. The package is too small as regards the range of subjects for the target groups, the education is extended without an effective evaluation and KMBO does put up obstacles (selection). Extension of KMBO offers too little compensation for the declining apprenticeship system. The KMBO-work experience supersedes the learn/labour contracts. For parttime education KMBO is not always necessary, for full time education, KMBO have missed their chance.

UPPER SECONDARY EDUCATION. APPRENTICESHIP. PARTTIME EDUCATION. RESEARCH METHODS. EDUCATIONAL AIMS. PRE-VOCATIONAL TRAINING. TRANSITION FROM SCHOOL TO WORK.

6. Education and training for unemployed youth / Youth unemployment

Crommelin, R.D.
Ervaringen met Jeugdplan bij Esso Nederland
In: Gids voor Personeelsbeleid, arbeidsvraagstukken, sociale verzekering 64 (1985) 3 (mrt) 13-17.

Since 1983 Esso Nederland has carried out a youth-job-opportunities scheme. Fifty unemployed schoolleavers can gain work experience for up to a maximum of 12 months while retaining their unemployment benefits, and follow courses. Planning, execution and results of the scheme are discussed.

YOUTH EMPLOYMENT; SCHOOL LEAVING; ENTRY INTO WORKING LIFE; WORK EXPERIENCE. EMPLOYMENTS PROGRAMME. PILOT PROJECTS.

Ministerie van Onderwijs en Wetenschappen
Randgroepjongeren; beleidsnotitie over onderwijs en vormingsactiviteiten voor zeer vroegtijdige schoolverlaters, alsmede voorstellen met betrekking tot zorgbreedtevergroting.
's-Gravenhage, 1984, 37 p.

Introduction on aims of educational and training activities for the benefit of pupils who left school at a very early stage. Policy framework, work definition. Policy priorities. The education-system as a whole, current developments and interrelating of systems. Development policy: projects. Coverage upper advanced secondary modern schools, secondary modern schools, intermediate vocational education, shorter intermediate vocational education, day release courses and apprenticeship system. Funding.

EDUCATIONAL POLICY; SCHOOL LEAVING; EDUCATIONAL DROPOUT. EDUCATIONAL SYSTEM; EDUCATIONAL FINANCING. APPRENTICESHIP. DAY RELEASE. LOWER SECONDARY EDUCATION. UPPER SECONDARY EDUCATION.

Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven.
De relatie tussen beroepsonderwijs en arbeid met het oog op herindustrialisatie en bestrijding van de jeugdwerkloosheid;
Verslag van conferentie van 3 mei 1983. Nederlands congrescentrum te den Haag, 374 p.

Information bulletin for seminar on the proposals of the Wagner committee with regard to vocational training in the Netherlands. Containing speeches by (among other people) the minister of education, drs. W.J. Deetman, Mr. C. van Veen, drs. J.A. van Kemenade and W. Kok. Survey and analysis of the proposals of the advisory committee (Wagner) with regard to the progress of the industrial policy in the field of vocational training.

PROPOSALS. SCHOOL-ENTERPRISE RELATIONSHIP; YOUTH UNEMPLOYMENT; VOCATIONAL TRAINING; INDUSTRIAL POLICY; CONFERENCE REPORTS.

N.C.W.
NCW-beleid ter bestrijding van de Jeugdwerkloosheid
Amsterdam, 1984, 21 p.

Young unemployed people, sub-divided according to age, qualifications and duration of unemployment. The multi-stream policy to combat youth unemployment: re-distribution of labour, directed to the interest of young people, the sandwich parttime jobs - undertaking training; apprenticeship system and special business training courses; work orientation; working while retaining one's unemployment benefit. The creation of opportunities by management and labour and the state to implement the above-mentioned policy.

YOUTH UNEMPLOYMENT. EMPLOYMENT CREATION. VOCATIONAL TRAINING. PARTTIME EMPLOYMENT. YOUTH POLICY. APPRENTICESHIP. IN-SERVICE TRAINING.

Cremers, J.
Jongeren over werk en werkloosheid
Jeugd en samenleving, 15e jrg. nr. 3.

Young people's view on employment and unemployment, an initial inventory. In this article a picture is presented of the views of young people on their (future) work, with the aid of existing literature. A large majority of young people in the Netherlands attach great value to having a well-paid and permanent job. The extremely high rates of unemployment increasingly cause them to put up with modest jobs. This is true with regard to the relationship with their vocational training as well as the legal position. The interest for working while retaining the unemployment benefit is relatively low, for lack of prospects. Girls manifest more interest in temporary and parttime work. The writer holds the view that in the youth working schemes the legal position and the prospects of obtaining a permanent job should be better guaranteed.

YOUTH UNEMPLOYMENT; YOUTH EMPLOYMENT. CAREER. ATTITUDE. ASPIRATIONS. WOMEN. LEGAL ASPECTS.

Regionale Organen en cursussen Jeugdige Werklozen
CORO-Publicatie, maart 1985, 26 p.

Guidance activities by the regional bodies directed to courses for young unemployed people in 1984. First progress-report. The main focus of attention is the results of the individual guidance given at the beginning of the academic year 1984 - 1985 till the month of November (inclusive). The selection and guidance procedures which were pursued are discussed as well as the number of young people who were approached individually. The results of the individual approach depend on the kind of pre-selection by the GAB's (Local Labour Offices). The

lowest score was 15%, the highest 81%. Finally it is explained why young people rejected CJW's (Courses for Young Unemployed People).

YOUTH UNEMPLOYMENT. TRAINING INFORMATION. INFORMATION SERVICES. TRAINING COURSES. SELECTION PROCEDURES.

Van C.J.W.'s naar praktijkwerkplaatsen
Centraal Orgaan Regionale Organen, Utrecht, 6 p.

The regional bodies are involved in the guidance and counselling of (potential) CJW-participants. To a large extent people are dissatisfied by about the way in which the CJW-courses are conducted, it seems that they are due for a revision. In this bulletin reactions by CORO (Central Body Regional Bodies) to the new policy adopted by the government for combating youth unemployment. On the ground of frequent interviews with young people, CORO has come to the conclusion that the present CJW's are inappropriate: they are too scholastic, they do not meet the desire for work. Because of this young people are hard to motivate for the courses. Training places in the businesses could break this dilemma, whereby the regional bodies should be responsible for the guidance, so that a young person who is eligible for the apprenticeship system should not occupy a training place in a business.

YOUTH UNEMPLOYMENT. YOUTH POLICY. TRAINING POLICY. ALTERNATING TRAINING. REGIONAL DEVELOPMENT.

Huurne, A.G. ter, en A.W. Maas
Arbeidsprojecten voor werkloze jongeren: wat zeggen zij er zelf van?
IVA. Instituut voor sociaal-wetenschappelijk onderzoek van de Katholieke Hogeschool, Tilburg. 1985, 51 p.

Major conclusions with regard to the wishes and expectations of young people are discussed. A profile compiled by eight different groups with specific interests regarding labour schemes (for instance those who agree or who reject, volunteers and those who want to gain experience) is the main focus of attention. Besides this description of the demand for labour schemes a report is given of the schemes provided in the twelve municipalities where the research was carried out. The priority of young unemployed people is clearly a normally-paid job of 40 hours. Main target of participation in the examined schemes is always a shortening of the way to integration into the regular labour system. When the initiatives are considerd not only the resemblance to a paid job, but also the general importance of the acitivity is a major criterion. There is still an unmistakable need for the supply of labour as a shelter: young people do not just want to be active, but also learn or produce something.

YOUTH UNEMPLOYMENT. TRANSITION FROM SCHOOL TO WORK. LABOUR SUPPLY. YOUTH. CAREER. ASPIRATIONS.

Dijkhuis-Potgieser, H.I.E.
EAJ: Arbeidsprojecten voor werkloze jongeren: een voorbeeld van de relaties tussen beleid en onderzoek
Tijdschrift voor arbeidsvraagstukken 1 (1985) 1 p. 39-50.

In succession the history of the Pilot Labour Schemes for Young Unemployed People, an analysis of the aims, the planning of the evaluation-research and the major results of the schemes are dealt with. Finally a discussion of the new policy and the research into effects of unemployment-measures in general.

YOUTH UNEMPLOYMENT. YOUTH POLICY. PILOT PROJECTS. EMPLOYMENT PROGRAMME. EVALUATION

Ministers van Sociale Zaken en Werkgelegenheid, Economische Zaken en Financiën.
Werkgelegenheidsplan 1982
Staatsuitgeverij, den Haag, 1982, 146 p.

Starting point for the government policy is a reduction of tax and production expenses for the private sector and a policy of decreasing the balance-of-payments deficit on the one hand, and the recovery of employment by investments and re-distribution of available jobs on the other. The employment-policy is aimed at groups whose chances in the labour market are low and at regions with a weak socio-economic position. The following subjects are successively dealt with: Backgrounds of job-creation initiatives; macro economic policy, development of economic structure, building-policy and profit-sector of services industries, re-distribution of labour. Combating youth unemployment, working while retaining one's unemployment benefit. Labour market and job-creation policy, policy at branches of industry level, regional policy, employment policy at European level. In the framework of the employment-scheme a Jeugd Werk Plan (Youth Employment Programme) has been developed. This programme comprises two components: the education-component, aimed at providing more opportunities to undertake vocational education or training, and the labour market-component, aimed at shortening the period of unemployment.

EMPLOYMENT PROGRAMME; EMPLOYMENT OPPORTUNITIES; YOUTH UNEMPLOYMENT. SCHOOL-ENTERPRISE RELATIONSHIP. YOUTH POLICY. ECONOMIC DEVELOPMENT. LABOUR MARKET. ACCESS TO EDUCATION.

Dijkhuis-Potgieser H.I.E., et al.
Evaluatie experimentele arbeidsprojecten voor jeugdige werklozen, verslag van een onderzoek onder lopende EAJ-projecten. Voorlopig eindrapport.
Ministerie van Sociale Zaken en Werkgelegenheid, Den Haag, 1984, 267 p.

Focus of attention is the question if after expiry of the period in which Enterprise Allowance is given, in the profit sector selfsupporting businesses can emerge from the EAJ-projects (evaluation pilot labour schemes for young unemployed people), and what chances there are for the non-profit projects to be continued in accordance with the aimes of the EAJ-measure. Background of EAJ-measure. Progress report. Results achieved, performance of the participants, and management of current projects. conclusions and recommendations.

YOUTH UNEMPLOYMENT. YOUTH POLICY. EMPLOYMENT PROGRAMME. PILOT PROJECTS. SUBSIDIES.

Pattje, W. van, eindredactie.
Je bent jong en je kunt wat .....; PVDA-nota over werk voor jongeren
Partij van de Arbeid, Amsterdam, 1984, 45 p.

Analysis of youth unemployment and proposals to combat this unemployment. The development and causes of youth unemployment. The combating of youth unemployment so far. The education-labour market relationship. The need for a reduction of working hours, working while retaining one's unemployment benefit. Ploughing back benefit money. Labour schemes for young people.

YOUTH POLICY; YOUTH UNEMPLOYMENT. LABOUR MARKET. TRANSITION FROM SCHOOL TO WORK. REDUCTION OF WORKING TIME. SOCIAL SECURITY.

Thalmhammer, T. et al.
Jongeren tussen vraag en aanbod.
Prof. Mr. B.M. Teldersstichting, Den Haag, 1984, 69 p. T.S. Geschrift 51

Unemployment rates, qualification-levels of young unemployed people, groups of young people who are hit by unemployment more severely than other groups, implications of being unemployed and the Dutch situation as compared to the situation in other industrialised countries. An analysis of the causes of youth unemployment, instruments for combating youth unemployment.

YOUTH UNEMPLOYMENT. EMPLOYMENT POLICY. COMPARATIVE ANALYSIS. OCCUPATIONAL QUALIFICATION. SOCIAL HANDICAP.

Mathijs, M. van., J. de Jonge, N. Verbeek e.a.
Perspectieven voor een overbodige generatie
Libresso, Deventer, 1984, 240 p. Margeteksten 1984, nr. 7B

Anthology of the papers for the unemployment workshops, volunteers, labour schemes and welfare of the congress prospects for a discarded generation, held in Groningen, in January 1984. Part I: General theoretical review of youth unemployment. Part II: Strategies to solve youth unemployment, trade union plans and EAJ-scheme. Part III: Local and regional labour policy. Part IV: Work projects for unemployed young people. Part V: Analysis and evaluation of volunteers and work projects. Part VI: Welfare and social clubs for young people. Part VII: Youth policy. Part VIII: Report of the conference.

YOUTH UNEMPLOYMENT. YOUTH POLICY. TRADE UNIONS. LABOUR POLICY. JOB PLACEMENT. SOCIAL SECURITY. EMPLOYMENT PROGRAMME.

Wissen, K. van.
Jeugdwerkloosheid en overheidsbeleid
Erasmus Universiteit. Faculteit der economische wetenschappen. Rotterdam, 1982, 132 p.

A study to analyse if, during the development of the policy for the prevention and combating of youth unemployment, as embodied in the Jeugd Werk Plan (Youth Employment Programme) and the Gemeenschapstakenplan (Communal responsibilities programme), experience gained previously in the Netherlands as well as youth unemployment in other countries were taken into account. Figures, causes and effects of youth unemployment. Evaluation of job-creation initiatives for the prevention and combating of youth unemployment. Government policy with regard to youth unemployment in Denmark, West Germany and the USA. Analysis of the new policy as it is given in the note: "Werk mee" (Work with us) and in the Youth Employment Programme. The conclusion is that in the Youth Employment Programme the evaluation-results of previous policy measures were not sufficiently taken into account. Policy alternatives.

YOUTH UNEMPLOYMENT. YOUTH POLICY. BILLS. LABOUR POLICY. DENMARK. GERMANY. USA. COMPARATIVE ANALYSIS.

Bekkem, R. van.
Jeugdwerkloosheid
SMO. Den Haag, 1983, 68p.

A discussion of the high unemployment rates, the psychological and social implications, the special position of young people in the labour market, a survey of the measures taken for the combating of youth unemployment in the last decade and the current youth employment policy (a cut in young workers' wages, the school-enterprise relationship, apprenticeship system, the proposals of the Wagner committee, re-distribution of labour and measures which are aimed directly at problem-groups, such as Job Creation Programme. The current policy is unsatisfactory. What is needed is decentralisation

of the policy which is aimed at long-term unemployed people, by which the number of regular and alternative labour schemes can increase, increase in the number of training places and above all a substantial re-distribution of labour through a reduction of working hours.

YOUTH UNEMPLOYMENT. YOUTH POLICY. LABOUR POLICY. DECENTRALISATION. LABOUR MARKET. APPRENTICESHIP. SOCIAL EFFECTS. PSYCHOLOGICAL ASSESSMENT.

Geen woorden maar .... werk
Raad voor het jeugdbeleid, Amsterdam 1983, 12 p.

Advice note of the youth policy board concerning the combating of youth unemployment. The government should issue a new youth employment programme soon. The price compensation has to be used for the reinforcement of the apprenticeship system and creation of jobs. The application of deduction-rules with regard to social-security claimants who earn an income from labour and the obligation to apply for jobs are to be relaxed a bit in order to make part-time work more attractive.

YOUTH UNEMPLOYMENT. YOUTH POLICY. LABOUR POLICY. APPRENTICESHIP. EMPLOYMENT CREATION. PART-TIME EMPLOYMENT. SOCIAL SECURITY.

Ministerie van Sociale Zaken en Werkgelegenheid, Economische zaken en Financiën.
Werkgelegenheidsnota 1983/1984
Den Haag, 1983, 116 p. Bijlage bij de handelingen van de Tweede Kamer der Staten Generaal 1983/1984. no. 18102.

Policy plans with regard to the control of the public sector, strenghtening of the private sector, re-distribution of labour, the labour market policy, and alternatives to structural employment. Annexes: evaluation, CAO's (Collective Labour Agreements) concerning the observance of the Stichtings Akkoord (Foundation of Labour Agreement) 1982. Stimulation possiblities with regard to the delivery of the Stichtings Akkoord. Parttime work and regulations concerning terms of employment, pensions and national insurance benefits, Evaluation and policy plans Youth Employment Programme. Working paper concerning the third labour circuit as an alternative to long-term unemployment.

EMPLOYMENT. LABOUR POLICY. YOUTH UNEMPLOYMENT. YOUTH EMPLOYMENT. EMPLOYMENT CREATION. CONDITIONS OF EMPLOYMENT. WORK ORGANISATION. PENSIONS. SOCIAL SECURITY.

Kroft, H.P.A., H.I.E. Dijkhuis-Potgieser, R.A. Wong.
Beschrijving van 31 lopende projecten en hun deelnemers, van vrijgave t/m de eerste maanden. - Scholing, vorming en begeleiding en het functioneren van begeleidingscommissies in 30 lopende EAJ-projecten.
Ministerie van Sociale Zaken en Werkgelegenheid, Den Haag, 1983, 189. Deel 2a/b.

The Pilot Labourschemes for Young Unemployed People are aimed at the creation of long-term paid employment and the improvement of the participants' position in the labour market. In a report of the working group labour-issues and welfare of the Rijksuniversiteit Leiden, based on an enquiry into 31 current schemes in the autumn of 1981, information is given about the features of the schemes (nature of activities, organisation, management, terms and conditions of employment), the categories of people who take part, recruitment of staff and particularly the role played by the GAB (Local Labour Offices) and drop-out rates and vacant places. In the second part the aspects education, training and the way in which the managing committees function in the schemes are dealt with.

YOUTH EMPLOYMENT. PILOT PROEJCTS. YOUTH POLICY. EMPLOYMENT CREATION. VOCATIONAL GUIDANCE. WORK ORGANISATION. CONDITIONS OF EMPLOYMENT. JOB VACANCIES. SCHOOLING.

Experimentele arbeidsprojecten en jeugdwerkloosheid, verslag van de conferentie "Arbeidsprojecten voor jongeren" van 1 oktober 1982
Sekretariaat Arbeidsprojecten. Utrecht, 1982, 41 p.

In the framework of the subsidising arrangements "Experimentele Arbeidsprojecten voor jeugdige Werklozen" (Pilot Labour Schemes for Young unemployed people), which was adopted in 1979, about 75 schemes had been set in progress in 1982. The Secretarial Department Labour Schemes has presented a number of proposals designed to improve and extend the effect of the arrangement. However, Minister of State Van Zeil wishes to limit the schemes to the commercial sector and restrict the access to the courses. Some of the speeches which are included in the report of the conference are those made by H. Schiller, chairman of the secretarial department Labour Schemes, Minister of State P. van Zeil and H. van Zuthen, a manager of the Youth Factory in Twente.

YOUTH UNEMPLOYMENT. YOUTH EMPLOYMENT. PILOT PROJECTS. YOUTH POLICY. EMPLOYMENT CREATION. SUBSIDIES. CONFERENCE REPORTS.

Eén antwoord is niet genoeg: advies over de positie van de jeugd bij grote werkloosheid
Harmonisatieraad Welzijnsbeleid, Den Haag, Staatsuitgeverij, 1984, 32 p.

Analysis of the position of young people in the current socio-economic situation, particularly with regard to Youth Unemployment. Recommendations for a government policy. The board point out that, due

to the high unemployment rates, in future a larger section of the younger generation may become second-class members of society, which could result in social disintegration. This justifies further government intervention in the labour market, a reduction of working hours to 32 hours combined with a greater increase in staff to refill the vacant places, grow-jobs for young people, the application of benefit money for education-projects. Recommendations for a more effective specific Youth welfare policy.

EMPLOYMENT CREATION. YOUTH UNEMPLOYMENT. YOUTH EMPLOYMENT. YOUTH POLICY. RECOMMENDATIONS. SOCIAL EFFECTS. REDUCTION OF WORKING TIME. SOCIAL SECURITY. LABOUR MARKET. WORK ORGANISATION.

Lammerts, H.
Jeugdwerkloosheid, achtergronden, bestrijding en mogelijke ontwikkeling
Naarden, 1984, 39 p.

1. Analysis of the job-situation. 2. Current youth unemployment now and the supply of young people for the labour market in the future. 3. The combating of youth unemployment through the labourmarket component, a "green economy". 4. The combating of unemployment through the education component.

YOUTH UNEMPLOYMENT. EMPLOYMENT. LABOUR MARKET. TRAINING NEEDS. TRAINING SUPPLY. LABOUR SUPPLY. FORECASTING.

Adviesaanvrage Jeugdinkomens.
Brief van het Ministerie van Sociale Zaken en Werkgelegenheid aan de Raad voor het Jeugdbeleid, Den Haag, 1984, 5 p.

The policy plans with regard to young workers' wages is discussed in the light of the combating of youth unemployment.

YOUTH UNEMPLOYMENT. INCOMES POLICY. YOUTH POLICY.

Dullemen, M. van
Youth unemployment and education: international symposium.
Stichting Landelijke Organisatie Vormingswerk Werkende Jongeren , Utrecht 1984, 38 p.

On 16 and 17 December 1983 an international symposium on "youth unemployment and education" was held. This report contains an edited version of the speeches delivered during this symposium. N.G. Ginjaar-Maas: Some sections of the young generation are in danger of becoming fully estranged from the labour market. J. van Hoof:

Expanding technological innovation to social innovation. H. Salisch: Putting a stop to the flight of capital. P. van Rensburg: What is the point of training young people as employees as long as there are no employers? F. Gerlach: Ensuring that young people do not take the view that they themselves are to blame for their failure to find a job.

TECHNOLOGY. YOUTH UNEMPLOYMENT. EDUCATION. CONFERENCE REPORTS. YOUTH POLICY. TRAINING SUPPLY. MANPOWER NEEDS. TRAINING-EMPLOYMENT RELATIONSHIP. CONFERENCE REPORTS.

Graaf, J. de, en J. Pauwe
Jongeren over werk, werkloosheid en vakbeweging.
CNV, Utrecht, 1984, 156 p.

Enquiry consisting of literature-study, analysis of statistical data and opinion poll among young people, into the backgrounds and views of young people on employment, unemployment and trade union. Young people are divided into three categories, namely schoolleavers, unemployed and employed young people (CNV-members) and generally are from churchgoing families. In the recommendations the writers present a strong case for additional arrangements for the combating of youth unemployment, a reconsideration of the glorification of labour, a policy to achieve a further reduction of working hours, information about alternatives to paid labour and the provision of more training opportunities within the framework of the apprenticeship system and KMBO (shorter intermediate vocational education).

RESEARCH. DOCUMENTATION. SURVEYS. YOUTH. YOUTH UNEMPLOYMENT. TRADE UNIONS. VOCATIONAL TRAINING. EMPLOYMENT. QUESTIONNAIRES. STATISTICAL ANALYSIS. APPRENTICESHIP. SCHOOL LEAVING.

7. Vocational training for adults

Beroepsgerichte volwasseneneducatie.
Volwasseneneducatie, 7 (1983) februari, 1-24.

Special issue on the current situation and problems with regard to vocation oriented adult education. Survey of existing availability of education and training and analysis of trends in vocation oriented adult education. A shift in aims of adult education in the twenties, sixties and eighties. A system by which people can take up a training while receiving unemployment benefit, irregular expansion of vocation oriented basic training. Effectiveness of and experiences with the SOB-arrangement. (Arrangement for education in co-operation between government and trade and industry) in Limburg. Accessibility of (technical) further education for cultural minority groups. Bridge-courses Metal and Office for political refugees in Amsterdam. Relationship between apprenticeship system and adult education. Financial aspects of vocation orient adult education in Maastricht.

/ADULT EDUCATION; EDUCATION AND TRAINING; FURTHER EDUCATION. TECHNICAL EDUCATION. MINORITY GROUPS; MIGRANT EDUCATION AND TRAINING; ALTERNATING COURSES; METALWORKERS; CLERICAL WORKERS; VOCATIONAL TRAINING; APPRENTICESHIP; UNEMPLOYMENT BENEFIT; ACCESS TO EDUCATION; FINANCING OF TRAINING.

Volwasseneneducatie
Wetenschap en Samenleving, 1983, nr. 1. blz. 4-30.

Collecton of articles on restructuring of adult education and integration of adult education activities into the Rijksbijdrage-regeling Sociaal Cultureel Werk (Arrangement for Public Funding of Socio-Cultural Work). Articles by C. den Hartog on recent developments and existing training courses in adult education and various scientific approaches. T. van den Hoven on the Sociaal Cultureel Plan (Socio-cultural Plan) and the Stichting Vrije Sentra (Foundation Free Centres) in Utrecht; J. Bijzen on the trade union school of the FNV (Federation of Dutch Trade Unions); L. Schmitz on the Vrouwenleer-school (School for Women) in Voorburg; P. Spaninks on higer education for adults.

/ADULT EDUCATION; TARGET GROUPS; WOMEN; HIGHER EDUCATION; VOCATIONAL TRAINING; EDUCATIONAL POLICY; EDUCATIONAL FACILITIES.

Ministerie van Onderwijs en Wetenschappen
Mens, durf te leren!
Den Haag, 1983, 30 blz.

Information bulletin adult education.

/ADULT EDUCATION; TRAINING INFORMATION; MINISTERY OF EDUCATION; MANUALS/

Wolde, H. van
B.K.E.-projekten in de startblokken; volwasseneneducatie.
In: Interaktie, 12, (1983) nr. 8 blz. 189-192.

Interview with the chairmwoman of the national project group BKE (Education for Professional Qualifications) about Development of BKE-projects, aimed at vocation oriented adult education. Aims of projects; role played by national project group; techniques used in vocation oriented adult education and professional orientation; co-ordination of co-operating institutions.

/ADULT EDUCATION; VOCATIONAL TRAINING; VOCATIONAL GUIDANCE; PILOT PROJECTS; INTERVIEWS/

Rijkers, A.A.M.
Naar een leermodel voor bij- en nascholing; hoe leid je volwassenen op? In: Gids voor Personeelsbeleid, Arbeidsvraagstukken, Sociale Verzekering, 62 (1983) 3, blz. 31-35.

Number of aspects of the learning process of adults, namely craftsman, specialists, staff executives and managers, and review of the practical aspects of adult education in accordance with a training scheme which was developed in practice: the skeleton-model.

/ADULT EDUCATION. LEARNING METHODS. CRAFTSMEN. SKILLED WORKERS. PERSONNEL. MANAGERS. MODELS. FURTHER TRAINING/

Ministerie van Onderwijs en Wetenschappen. Adviesgroep Volwassenen-educatie
Lerend innoveren; advies over innovatie, beroepseducatie, scholings- en vormingsverlof.
s-Gravenhage, Staatsuitgeverij 1984. 102 blz.

Description of the way in which the relationship between technological innovation vocation oriented education and the education-leave belonging to it can be forged in practice. The origin of innovations and the various innovations which occur; effects of social and technical innovations in particular for the efforts made by trade and industry to provide training: description of the trend in industry to classify their own training courses according to the branches of industry and regions which provide the training, the development of participation-facilities granted to workers, of educational leave, and efforts to induce more workers to undertake education, recommendations.

/EDUCATIONAL LEAVE; PAID LEAVE; ADULT EDUCATION; INNOVATIONS; INNOVATIONS ENTERPRISES; TECHNOLOGICAL CHANGE; EMPLOYEES; RETRAINING; ADJUSTMENT TRAINING; RECOMMENDATIONS; MOTIVATION.

Volwasseneneducatie in discussie.
Volwasseneneducatie, 7 (1983) nr. ?, blz. 4-12.

Report of a discussion on education policy and legislation concerning adult education, especially dealing with the subjects: coverage of provision of basic education, funding of basic education, function and nature of education centres.

/ADULT EDUCATION. PRIMARY EDUCATION. BASIC EDUCATION. EDUCATIONAL FINANCING. REPORTS. EDUCATIONAL INSTITUTIONS. LEGISLATION/

Ministerie van Onderwijs en Wetenschappen. Adviesgroep volwassenen-educatie.
Samenwerken in de volwasseneneducatie
's-Gravenhage, Staatsuitgeverij 1984, 69 blz.

Advice note. General exploratory problem-analysis in which spontaneously arranged and compulsory liaisons within the adult education system are reviewed, led by practical experience. Desirable and p ble solutions to problems, worked out by the new policy makers ith regard to planning and support as instruments to bring about a better coherence. Local and regional, provincial and national components.

/EDUCATIONAL POLICY; ADULT EDUCATION. LOCAL PLANNING; EDUCATIONAL PLANNING; REGIONAL PLANNING. NATIONAL PLANNING./

Ministerie van Onderwijs en Wetenschappen. Adviesgroep Volwassenen-educatie
De Som der delen; advies betreffende bekrachtiging Kaderwet volwas-seneneducatie
's-Gravenhage, Staatsuitgeverij, 1984, 19 blz.

Enquiry note from the co-ordination minister with regard to adult education, drs. W.J. Deetman, of 13th June 1984. Advice note from Advisory group adult education to the co-ordination minister of 16th July 1984.

/ADULT EDUCATION; EDUCATIONAL POLICIY; MINISTERY OF EDUCATION; RECOMMENDATIONS/

Consequenties van wetgeving volwasseneneducatie; educatieve beraden en regio's; waar zitten de haken en ogen?
In: Nieuwsbrief Projecten Educatieve Netwerken, 1984, nr. 1-2, blz. 61-69.

Comments on some problems and bottlenecks with regard to integrated planning within the framework of the new legislation adult education.

/ADULT EDUCATION; EDUCATIONAL POLICY; EDUCATIONAL PLANNING. LEGISLATION/

Levij, J.
Volwasseneneducatie; doolhof van botsende inzichten; politieke aandacht vooral voor basiseducatie
In: Katholiek Schoolblad, 47 (1984) nr. 36, blz. 11-14.

Description of arrangements in the field of adult education and critical remarks on the draft-national arrangement basic training of adults and the Skeleton plan basic training. Decision-making will be slow, because the plan will be funded by seven government departments. In addition to that expenses are not to be increased.

/ADULT EDUCATION; BASIC EDUCATION; EDUCATIONAL POLICY; EDUCATIONAL FINANCING; EXPENDITURES/

Adviesgroep Volwasseneneducatie. Ministerie van Onderwijs en wetenschappen, Ministerie van Sociale Zaken en Werkgelegenheid, Ministerie van Welzijn, Volksgezondheid en Cultuur.
Beroepsopleiding voor volwassenen
's-Gravenhage, 1984, 88 blz.

Advice note on the available vocation oriented education for adults, particularly basic vocational education for adults linking final level primary education and entry-level basic apprenticeship system. Analysis of the labour market with regard to adult education; currently available education opportunities; proposal for the development of basic vocational education for adults within a short time; policy statement in outline.

/ADULT EDUCATION; LABOUR MARKET; VOCATIONAL TRAINING; INITIAL TRAINING; DUCATIONAL POLICY; APPRENTICESHIP; RECOMMENDATIONS/

Adviesgroep Volwasseneneducatie
Beroepsopleiding voor volwassenen
's-Gravenhage, 1984, 83 blz.

Advice note on policy with regard to vocational education for adults to be pursued by the ministeries of welfare, national health and cultural affairs, of social welfare and employment, of education and science. Adult education in connection with changes in the labour market, vocation oriented training courses for adults, basis vocational educaiton for adults.

/ADULT EDUCATION; EDUCATIONAL POLICY; MINISTERIES; VOCATIONAL TRAINING; BASIC EDUCATION; INITIAL TRAINING; LABOUR MARKET; LABOUR SUPPLY/

Enckevort, G. van, Snijders, V.J.
Trends in ontwikkelingen in vernieuwingen van beroepsgerichte volwasseneneducatie in Nederland gedurende de laatste vijf jaren (slot).
In: Tweede Weg, 5 (1983), nr. 3 22-30.

New technologies in vocational training for adults; three functions of vocation oriented adult education within the framework of the combating or prevention of unemployment trends in developments in this field.

/ADULT EDUATION; VOCATIONAL TRAINING; UNEMPLOYMENT; TECHNOLOGY; TRAINING NEEDS. SKILL DEVELOPMENT; RETRAINING/

Onderzoeksgroep Volwasseneneducatie.
Onderzoeksplannen 1984 "Leren van Volwassenen"
Amsterdam, Subfaculteit Andragologie en het Centrum voor Onderwijsonderzoek van de universiteit van Amsterdam, 1984. 89 blz.

Proposal for an enquiry-focus of attention. Enquiry plans: additional training adult education, discover your library, educational t.v. and radio programmes, Teleac, future developments in adult education, the promotion of democratic procedures in adult education, local television and adult education.

/RESEARCH PROGRAMMES; ADULT EDUCATION; RETRAINING; DISTANCE STUDY; EDUCATIONAL TELEVISION/

Emmerij, Prof. Dr. L.J.
Betaald educatief verlof
In: Gids Volwasseneneducatie, VUGA, A5, 14 blz.

The origin of paid educational leave in Europe. Establishment of committee Paid Educational Leave SER (Socio-Economic Council) in 1977. Paid creative leave as an instrument for the reduction of working hours and re-distribution of Paid educational leave besides other forms of working hours reducation. The funding of paid educational leave. Paid educational leave and cultural minority groups. This is developed in practice.

/ADULT EDUCATION; HISTORY; EDUCATIONAL LEAVE. PAID LEAVE; EDUCATIONAL FINANCING; MINORITY GROUPS; REDUCTION OF WORKING TIME; WORK ORGANISATION/

Emmerij, Prof. Dr. L.J.
Betaald educatief verlof opnieuw beschouwd
In: Gids Volwasseneneducatie, VUGA, E1. 10 blz.

Background and recent history of paid eductional leave. Causes of the fact that in the past little attention was paid to it and much at present. Economic and educational restructuring. Paid educational leave as an instrument for the reducation of working hours.

/ADULT EDUCATION; HISTORY; EDUCATIONAL LEAVE; PAID LEAVE; ECONOMIC CONDITIONS; REDUCTION OF WORKING TIME/

Burg, Drs. P.J.. van der
De financiering van de volwasseneneducatie
In: Gids Volwasseneneducatie, VUGA, B2. 20 blz.

Public expenditure for adult education. Main points funding system per branch of industry: MInistery of Education and Science, WVC (Welfare, National Health and Cultural Affairs) and Social Welfare and Employment. Articles by participants. Bottlenecks in the funding system. Thoughts on a new funding system.

/ADULT EDUCATION; MINISTERIES; GOVERNMENT POLICY; EXPENDITURES; EDUCATIONAL FINANCING/

Enckevort, Drs. G. van
Naar een nieuwe infrastructuur
In: Gids Volwasseneneducatie, VUGA, A2. 29 blz.

Adult education is being developed. It is an extensive field. What forms of education are needed, and how are they interrelated? The advices CBPEN (Committee Promotion Local Educational Networks) as guidelines. Description current situation. The creation of educational networks and foundation of aid and development structure.

/ADULT EDUCATION; EDUCATIONAL NETWORKS; VOCATIONAL GUIDANCE; EDUCATIONAL POLICY; EDUCATIONAL INNOVATIONS; RECOMMENDATIONS/

Moor, Prof.dr. A. de
De Open Universiteit
In: Gids Volwasseneneducatie, VUGA, A4, 14 blz.

Higher education for adults. Characteristic elements for open universities. Description of the Dutch Open University.

ADULT EDUCATION; OPEN UNIVERSITY; HIGHER EDUCATION;

Ritzen, Dr. J.M.M.
Vormen van volwasseneneducatie
In: Gids Volwasseneneducatie. VUG, B1, 23 blz.

What is classified as adult education? Description of activities in the field of adult education. Geographical planning. Scope of adult education.

/ADULT EDUCATION; EDUCATIONAL RESOURCES; EDUCATIONAL POLICY; EDUCATIONAL SYSTEM; PLANNING OF EDUCATION/

Bolhuis, Drs. S.M.
Educatief werk met vrouwen
In: Gids Volwasseneneducatie, VUGA, B4, 51 blz.

Education of women. Emancipation and feminism as important factors in educational work with women. Women's organisations and educational work. Educational work with women in various organisations, a survey of the supply. Educational work with Turkish and Moroccan women. Training for educational work with women. Where does educational work with women take place? Subsidies and problems.

/ADULT EDUCATION; VOCATIONAL TRAINING; WOMAN; ORGANISATIONS; MIGRANT WOMEN; MIGRANT TRAINING/

Sietaram, Dr. K.
Volwasseneneducatie en etnische en culturele minderheden
In: Gids Volwasseneneducatie, VUGA, B8. 23 blz.

The provision of general education which is geared to the special needs of ethnical minority groups. Notes which are concerned with this issue. Organisation of the schemes for educational activities for the benefit of cultural minority groups. Problems and suggestions.

/ETHNIC GROUPS; MINORITY GROUPS; ADULT EDUCATION; LEGISLATION; EDUCATIONAL ADMINISTRATION; PILOT PROJECTS/

Spannenburg, Drs. P.N.J.
Deelnemers aan Volwasseneneducatie (cijfers en kenmerken)
In: Gids Volwasseneneducatie, VUGA, B10, 11 blz.

The Survey of Adult Education is not yet complete. Description of what is included. Survey of available information. Publication of CBS (Central Statistical Office) on adult education.

/ADULT EDUCATION; DEMOGRAPHY; SURVEYS; INFORMATION; STATISTICAL ANALYSIS. EDUCATIONAL FACILITIES/

Leerrecht en betaald educatief verlof
In: Leren en werken, handboek vorming en opleiding van jongeren en volwassenen. Samson, Alphen aan de Rijn. 2210. , jan. 1985, 5 blz.

Development of ideas on paid educational leave. Latest proposals: - worker who is on educational leave is to be replaced by unemployed person, - unpaid educational leave by means of reduction of working hours with wage-cuts - people who receive national insurance benefits can undertake education and traiing. Relationship compulsory education (applies to basic education) and voluntary education (applies to older people).

/ADULT EDUCATION; EDUCATIONAL LEAVE; PAID LEAVE, REDUCTION OF WORKING TIME; UNEMPLOYED WORKERS; ACCESS TO EDUCATION; SOCIAL SECURITY/

Bestaande onderwijsvoorzieningen voor jonge volwassenen
In: Leren en werken, handboek vorming en opleiding van jongeren en volwassenen. Samson, Alphen aan de Rijn, 2330, juni 1981, 11 blz.

Survey of possibilities, aims and target groups for day-release courses young adults and vocation oriented education.

/ADULT EDUCATION; UPPER SECUNDARY EDUCATION; TARGET GROUPS; YOUTH; EDUCATIONAL SUPPLY/

Bestaande educatieve voorzieningen voor volwassenen.
In: Leren en werken, handboek vorming en opleiding van jongeren en volwassenen. Samson, Alphen aan de Rijn, 2340, 12 blz.

Dividing education into three categories: - day-release and educational work for adults, - adult education, - training, re-training, additional training and training, and the possibilities within these three categories.

/ADULT EDUCATION; VOCATIONAL TRAINING; FURTHER TRAINING; RETRAINING; ADJUSTMENT TRAINING/

De in ontwikkeling zijnde volwasseneneducatie
In: Leren en werken, handboek vorming en opleiding van jongeren en volwassenen. Samson, Alphen aan de Rijn, 2440, 33 blz.

Efforts are made to devise an integrated policy. Development since 1965. Policy since 1979: - basic reading courses, - cultural minority groups, - open school, - educational networks, - examinable vocational courses, - pre-retirement. Co-ordination structure of this. Short

description of the contents of the note: - Statement of Intent Adult Education, May 1981. - Outline notes adult education, August 1983. - Skeleton law adult education, April 1984. - Draft national arrangement and skeleton plan for basic-education-courses adults, July 1984.

/ADULT EDUCATION; EDUCATIONAL POLICY; MINISTERY OF EDUCATION. MINORITY GROUPS; LITERACY; VOCIATIONAL TRAINING; EARLY RETIREMENT; EDUCATIONAL NETWORKS; EDUCATIONAL SYSTEM; LEGISLATION/

Ministerie van Onderwijs en Wetenschappen
Hoofdlijnen notities volwasseneneducatie
Staatsuitgeverij, 's-Gravenhage, 1983, 71 pag.

Outline of the policy plans in the field of adult education. Outline basic education: coverage; contents; stages; structure.Outline new legislation adult education: nature and size; basic education, day-release work, evening classes, vocational training, apprenticeship system, support through regional and local educational centres; counselling and consulting together; legal position; annual plan. Outline statutory regulations educational leave; starting points; implementation; educational leave and social security; educational leave and working while retaining one's unemployment benefit; unpaid educational leave; education and training while retaining unemployment benefit; participation on easy terms for women.

/ADULT EDUCATION; MINISTERY OF EDUCATION; GOVERNMENTAL POLICY; BASIC EDUCATION; EDUCATIONAL LEAVE; PAID LEAVE; WOMEN; LEGISLATION; LEGAL ASPECTS; UNEMPLOYMENT BENEFIT/

Ministerie van Onderwijs en Wetenschappen
Basiseducatie volwassenen: Concept rijksregeling en raamplan
Staatsuitgeverij, 's-Gravenhage, 1984, 66 pag.

Basic education is characterized by a direct relation between the contents of the supply and the experiences of everyday living and working conditions of the participant. The following target groups are mentioned: disadvantaged residents of the Netherlands who are not of compulsory school age, specific groups of disadvanged people, such as ethnical and cultural minority groups. In the national arrangment the funding-terms and regulations related to them are laid down. The skeleton plan gives indications as to the contents and techniques to be used for the development of a properly devised basic education.

/ADULT EDUCATION; MINISTERY OF EDUCATION; BASIC EDUCATION; TARGET GROUPS; MINORITY GROUPS; EDUCATIONAL FINANCING/

Ontwikkelen in de beroepskwalificerende educatie
Interaktie, 14 (1984) blz. 2-28.

Special issue on examinable vocational courses schemes (BKE), a component of adult education, especially designed for people with little previous education, long-term unemployed people, women and cultural minority groups. In 1983 twenty-two pilot schemes were set in progress with a total of 2000 students. Examples of actual cases and an interview with the inter-departemental co-ordinator of the schemes, C.D. Rückert, who represents the general Managership for the Employment Division of the Ministery of Social Welfare and Employment.

/ADULT EDUCATION; VOCATIONAL TRAINING. INITIAL TRAINING; TARGET GROUPS; MINORITY GROUPS; WOMEN; ETHNIC GROUPS; UNEMPLOYED WORKERS; PILOT PROJECTS /

Commissie Betaald Educatief Verlof (Sociaal-economische raad)
Advies betaald educatief verlof
Den Haag, S.E.R., 1982, 123 blz.

Advice concerning the development of paid educational leave, given to the ministers of Social Welfare and Employment, of Education and Science, and Cultural Affairs, Recreation and Social Work.

/ADULT EDUCATION; EDUCATIONAL LEAVE; PAID LEAVE; MINISTERIES; RECOMMENDATIONS/

Dijk, J. van
Een onderwijsleermodel voor de volwasseneneducatie
Amsterdam, Subfaculteit andragologie van de Faculteit der Sociale Wetenschappen van de Universiteit van Amsterdam, 1983, 108 blz.

Outline of educational teaching-model for adult education. Defining the concepts, theoretical determination of position, determination of position, within the developing system of adult education, educational teachtin-model for adult education, testing of model and accounting for the techniques used, analysis of results gained when the model was tested.

/ADULT EDUCATION; EDUCATIONAL PLANNING; EDUCATIONAL THEORY; EVALUATION/

Doets, L. Huisman, J.
Alles kun je leren; vraag en aanbod in de volwasseneneducatie
Amersfoort, de Horstink, SVE (1983), 83 blz.

Collection of results gained by the enquiries with regard to supply and demand in adult education. The interplay of supply and demand,

factors influencing the demand for and participation in education, exploration of demand, demand development; further details on supply; the context in which relationship supply and demand is forged.

/ADULT EDUCATION; EDUCATIONAL NEEDS; EDUCATIONAL SUPPLY; RESEARCH PROJECTS/

Vellekoop, L. (red.)
Lessen voor later; opstellen over de economische, sociale en culturele kaders van de volwasseneneducatie, uitgebracht op initiatief van het Nederlands Centrum voor Volksontwikkeling te Amersfoort
Alphen aan de Rijn, Samson, 1983, 171 blz.

Collection of essays by writers, the majority of whom are not, or only indirectly, involved in education, and who are presenting the viewpoints of experts in other spheres who are thinking about the future of society and who want to promote the role played by adult education in shaping it. From a wide range of views the great social value of adult eduction is highlighted.

/ADULT EDUCATION; ECONOMIC POLICY; SOCIAL POLICY; CULTURAL POLICY/

Sprundel, E. Van.
Gaten in beroepsoriënterende en algemene leermogelijkheden voor volwassenen
In: Vorming, 11 (1982), nr. 7, blz. 347-357.

Proposal for pilot scheme "basic education for adults" in Almelo; backgrounds; government policy; the right to study, priority to disadvantaged people, description of contents of basic education; bottlenecks, insufficient cohesion, relation/linking of courses; funding.

/ADULT EDUCATION; BASIC EDUCATION; MINORITY GROUPS; CONTENTS OF EDUCATION; EDUCATIONAL FINANCING; FURTHER EDUCATION; RIGHT TO EDUCATION/

Boef-van der Meulen, S. en Bronneman-Helmers, R.
Planning van educatieve voorzieningen
Den Haag, Staatsuitgeverijg, Sociaal Cultureel Planbureau, 1982, 228 blz.

Bulletin on plans for the provision of courses in the field of education, training and schooling. Part I. Description of planning-systems for primary education, special education, secondary education, apprenticeship system, social and general education for young people,

social and general education for young adults, higher vocational educaiton, scientific education, social and personal education by and at boarding-schools, local centres for social and personal education for adults, schooling in co-operation between government and trade and industry.
Part II. Analysis of planning-systems: comparison or description of nature of planning- systems in the field of education; use of schools and courses and planning; central versus decentral planning; how government and private initiatives compare; conclusions and recommendations.

/ADULT EDUCATION; EDUCATIONAL PLANNING; PRIMARY EDUCATION; SECUNDARY EDUCATION; HIGHER EDUCATION; SCHOOL-ENTERPRISE RELATIONSHIP; APPRENTICESHIP;PLANNING OF EDUCATION; DECENTRALISATION/

Onder redactie van B.W. Rosendaal, H.P. Stroomberg en H.J.M. van der Zee met bijdragen van C.F. van Biesen, J. de Jonge, J. Koers, e.a.
Opleiden, leren en werken
Meppel, Boom, 1983, 149 blz.

Study about teaching, learning and working, as a result of project "Adult education" which consisted of conversation-groups and courses set up by the sub-faculty Andragology of the University of Amsterdam. Editorial introducton on vocation oriented adult education. Articles by B.W. Roosendaal, H.P. Stroomberg and H.J.M. van der Zee on Education and training, instruments to renew people, C.F. van Biesen, learning in trade unions centres; F. Seewald, education models to improve the quality of work; J. Koers, Craftmanship need not be mastery; J. de Jonge, Schooling for unemployment? Editorial conclusion on social conditions for studying, individual curricula and educational facilities, diversification.

/ADULT EDUCATION; VOCATIONAL TRAINING; UNEMPLOYMENT; QUALITY OF WORKING LIFE; VOCATIONAL GUIDANCE; INNOVATIONS; EDUCATIONAL PLANNING SOCIAL EFFECTS/

Onder redactie van H.P. Stroomberg, C. Brouwer, W.F. van Stegeren.
Onderzoek in de volwasseneneducatie
Lisse, Swets & Zeitlinger, 1983, 187 blz.

Special issue containing 19 articles, sub-divided into five sections: renewal-projects, adult education, vocational and work-related education, basic and further education, support and stimulation of adult education. A wide range of educational sectors, institutions and points of view are discussed. Of the renewal-projects the basic-reading courses and Open School are highlighted. In learning the learning style and the relationship study-experience of life are of major importance. An inventory of vocational education shows that on-the-job training should increasingly be the responsibility of

professionals, and that qualifications should be made more comprehensive. In the fourth section a number of concepts are defined. Finally some essential factors determining choices are discussed. Concluding: In this varied problem-field no general solutions can be found which will do justice to all the bottlenecks.

/ADULT EDUCATION; INNOVATIONS; CONTINUING EDUCATION; OPEN UNIVERSITY; EDUCATIONAL NEEDS; EDUCATIONAL AIMS; CONFERENCE REPORTS; VOCATIONAL TRAINING; PILOT PROJECTS; INNOVATIONS; LITERACY; GENERAL EDUCATION; IN-PLANT TRAINING; OCCUPATIONAL QUALIFICATION/

Ministerie van Onderwijs en Wetenschappen
Beleidsnota Beroepseducatie voor Volwassenen, concept
Staatsuitgeverij, mei 1985, 82 pag.

All the components of vocation oriented education should be part of one system. For this purpose the ministeries concerned have made a number of proposals. Survey current supply: vocational education for adults, - schooling within the framework of labour supply policy, - training activities of labour organisations and trade and industry. As regards quality as well as quantity not enough is being done: - supply is inadequate - accessibility of training is insufficient for certain groups - inadequate facilities-arrangements - training content and teaching techniques are not geard to the need of adult students. First of all administrative solutions: - joint action by ministeries - taken developments in the labour market and in the economy into account, - appropriate consultation structures - co-operation with institutions of trade and industry - flexibility with regard to management by national level activities: - developing planning-structure: 4-party-body and Central Administration Labour Supply: - national institution for information and advice.
- 3 working groups: - law and legislation
  - directions as to size, locations, courses
  - financial working group.

/ADULT EDUCATION; LABOUR MARKET; VOCATIONAL TRAINING; GOVERNMENT POLICY EDUCATIONAL PLANNING; EDUCATIONAL SYSTEM; TRAINING POLICY; EDUCATIONAL FINANCING/

8. Vocational Training for Special Groups

A. The handicapped

Vlaskamp, F.J.M. e.a.
Evaluatierapport beroepsopleidingen gehandicapten
Maastricht, Rijksuniversiteit Limburg, 1984, 214 p.

The evaluation-research concerns the pilot vocational training courses for handicapped people in Hoensbroeck and Werkenrode. The research extended to the selection-procedure prior to the training, the content of the study and what kind of people took part in the courses, the drop-out rate of students and the transition into the labour market.

HANDICAPPED PERSONS. VOCATIONAL TRAINING. ACCESS TO EDUCATION. PILOT PROJECTS. SELECTION CRITERIA. CURRICULUM. EDUCATIONAL DROPOUT; ENTRY INTO WORKING LIFE. ACCESS TO EMPLOYMENT.

B. Migrants

Minderhedenbeleid
Staatsuitgeverij, 's-Gravenhage, 1983, 203 p.

Note on the minority policy, centred round the following subjects: making up for backlogs in the field of education and adult education, housing, employment, welfare, health care and various other issues; improving the position of disadvantaged people (among other things by combating discrimination through legislation, and prejudices by supplying informatin), participation, emancipation and culture-consciousness among minority groups, separate administrative measures with regard to groups of disadvantaged people, women and young people in minority groups, policy with regard to aliens and the issuing of research and international aspects of the co-ordinated minority policy.

ETHNIC GROUPS. MINORITY GROUPS. MIGRANT EDUCATION. MIGRANT EMPLOYMENT. MIGRANT INTEGRATION. MIGRANT WOMEN. MIGRANS RIGHTS. SOCIAL SECURITY. CULTURAL POLICY. RETURN MIGRATION.

Triesscheijn, T.J.M.
Buitenlandse leerlingen hebben het niet gemakkelijk in het beroepsonderwijs.
Samenwijs, 3 (1983), nr. 9-10, p. 283-286.

Information about the difficult situation in which migrant apprentices find themselves in vocational training, and about experiences at the first comprehensive school Amsterdam West, including an l.t.s. (junior technical school) and an l.h.n.o. (lower housewifery and vocational school) with two projects: "Language and future", of the steering

committee education-promotion secondary education and "From school to employment", a project conducted by the new teachers' training institutes, which was mainly aimed at migrant pupils.

FOREIGN STUDENTS; VOCATIONAL TRAINING; ACCESS TO EDUCATION; SECONDARY EDUCATION; TEACHER TRAINING; TRANSITION FROM SCHOOL TO WORK.

C. Women

Raat, J.H.
Meisjes en Techniek; meisjes en technisch beroepsonderwijs, in het bijzonder bij het hoger technisch onderwijs en het technisch hoger onderwijs
Eindhoven, Vakgroep Didactiek, afdeling der technische natuurkunde van de Technische Hogeschool, 1983. 53 p. (MENT-project).

Background information seminar on 11th May 1983. Programme, questions to be discussed, scope, aim and possible conclusions reached by the conference, figures about the position of girls and emancipation-activities in technical training, the MENT-project (Girls, physics and technology).

YOUTH; WOMEN; TECHNICAL EDUCATION; TECHNOLOGY; SCIENCE EDUCATION; ACCESS TO EDUCATION; CONFERENCE REPORTS.

Raat, J.H.
Meisjes en Techniek; meisjes en technisch beroepsonderwijs, in het bijzonder bij het leerlingwezen en het middelbaar technisch onderwijs.
Eindhoven, Vakgroep Didactiek, afdeling der technische natuurkunde van de Technische Hogeschool, 1983, 83 p. (MENT-project).

Scope, aim and possible conclusions reached by the conference; figures on the position of girls and emancipation-activities in technical training, the MENT-project (Girls, physics and technology). Experiences gained by the project Girls in five "boys"-courses of the apprenticeship system. Features of the project freedom of choice. The prospects of girls in intermediate technical education, text of a speech held at a regional meeting, within the framework of national campaign Girls and technology.

YOUTH; WOMEN; TECHNICAL EDUCATION. TECHNICAL TRAINING. SECONDARY EDUCATION. TECHNOLOGY; APPRENTICESHIP; TRAINING COURSES; ACCES TO EDUCATION; CAREER CHOICE; PILOT PROJECTS; CONFERENCE REPORTS.

Raat, J.H.
Meisjes en Techniek; meisjes en technisch beroepsonderwijs, in het bijzonder bij het lager technisch onderwijs.
Eindhoven, Vakgroep Didactiek, afdeling der technische natuurkunde van de Technische Hogeschool, 1983, 60 p. (MENT-project).

Programme, questions to be discussed, scope, aim and possible conclusions reached by the conference, figures on the position of girls and emancipation-activities in technical education, the MENT-project (Girls, physics and technology) special features of the report freedom of choice.

YOUTH.WOMEN. TECHNICAL EDUCATION. TECHNICAL TRAINING. SECONDARY EDUCATION. TECHNOLOGY. SCIENCE EDUCATION. APPRENTICESHIP. PILOT PROJECTS. CAREER CHOICE. CONFERENCE REPORTS.

Ministerie van Onderwijs en Wetenschappen
Derde nota onderwijsemancipatie
Den Haag, Staatsuitgeverij, 1985, 108 bl.

Third note emancipation in education " een stukje wijzer" (a little bit wiser) as a sequel to Schets (Survey) of an emancipation policy in education and scientific research (1979) and the Voortgangsnota Onderwijsemancipatie (Progress note Emancipation in Education) (1980) which had been published before. Unchanged draft note of 30th November 1983. Discussion of experiences with and effects of emancipation policy so far, within the department as well as in education. State of affairs and intended policy-measures in primary, secondary and higher education and scientific research, in education as a branch of industry and concerning some essential conditons. Survey of the measures that have been taken so far within the framework of the policy for emancipation in education. Quantitative information on participation in education by girls and women as compared to boys and men.

WOMEN. EDUCATIONAL POLICY. EQUAL OPPORTUNITIES. EDUCATIONAL RESEARCH PRIMARY EDUCATION. SCIENCE. RESEARCH. SECONDARY EDUCATION. HIGHER EDUCATION; STATISTICAL ANALYSIS.

Emancipatieraad
Vrouw en informatica: informatie-technologie: doelstellingen en noodzakelijke maatregelen.
Den Haag, 1985, 96 p.

Due to their position in society women and girls are not appropiately prepared for the changes which the rapid technological developments entail. It is generally found that as regards policy-measures method and contents of activities should be equally geared to girls as to boys, women and men. Some recommendations: as regards guidance -

involving women in the organisation of guidance activities; as regards education - taking account of the social aspects of the introduction of information technology; as regards labour market - in the Enrolment project Schoolleavers E.D.P. Professions one half of the participants are to be girls.

WOMEN. INFORMATION TECHNOLOGY. SOCIAL EFFECTS. EDUCATIONAL POLICY. LABOUR MARKET. VOCATIONAL GUIDANCE. SCHOOL LEAVING.

Het open overleg: extra bijdrage meisjes en vrouwen.
Tweede Kamer der Staten Generaal (1984 - 1985) nr. 18614.

Promise made by the minister of state of social welfare and employment to promote the participation of girls and women in courses of the apprenticeship system within the framework of the Bijdrageregeling Vakopleiding Jeugdigen - BVJ '85 (Funding Arrangement Vocational Education Young People). An extra subsidy of f 2.000 will be granted to training-funds in which girls and women made up less than 50% of the total number of participants in the preceding year. In addition to that a project for several years is to be devised by the BVJ-training-funds for the promotion of participation by girls and women as a structural approach.

WOMEN. YOUTH POLICY. VOCATIONAL TRAINING. EDUCATIONAL FINANCING. ACCESS TO EDUCATION. APPRENTICESHIP. EQUAL OPPORTUNITIES.

Laeven-Geelen, L.
Meisjes in jongens-?-opleidingen; een project in 5 beroepsopleidingen van het leerlingwezen; (Eindrapport van het project Meisjes in traditionele jongensopleidingen van het leerlingwezen).
Pedagogisch Centrum Beroepsonderwijs Bedrijfsleven, 's-Hertogenbosch, 1984, 83 p.

Final report of an emancipation project aimed at making courses in the apprenticeship system which are almost exclusively attented by boys more accessible to girls. Description of the project; background information gained from literature study; conclusions on the basis of information from regional counsellors, national counsellors and teachers; explanations for impediments which are experienced by girls when they choose an untraditional profession; conclusions and recommandations concerning vocational guidance, on-the-job training, guidance given to the company, introduction, placing pupils at school, bridge-courses, didactics, guidance, policy with regard to emancipation.

APPRENTICESHIP; WOMEN; YOUTH; VOCATIONAL TRAINING; EQUAL OPPORTUNITIES PILOT PROJECTS; NON-TRADITIONAL OCCUPATIONS; PRE-VOCATIONAL TRAINING; VOCATIONAL GUIDANCE.

9. Technological developments

Informatica
Beroepsonderwijs, 19 (1984), nr. 10.

Special bulletin on problems with regard to the teaching of information science. Facts and views on promotion-plan information science. Articles by C. Hagens on computer education at agricultural school Wolvega within the framework of the hundred-school-project. G. Vlaar on civil information science at comprehensive school "De nieuwe vaart" in Zaandam. A. Berkhout on information technology in M.B.O. (intermediate vocational education). G. Vlaar on prop-subject information science at m.e.a.o. (intermediate economic and administrative education). Interview by W. Weijers with H. Bakker on computer science in laboratory courses. G. van Damme on computer science with training-workshops in ECABO-education (administrative training) in apprenticeship system and courses for young unemployed people. G. Vlaar on development pioneer-school for information science in m.t.o. (intermediate technical education). W. Weijers on information science in h.b.o. (Higher vocational education). A. Berkhout on flexible automation in m.t.o. and h.b.o.

INFORMATION-TECHNOLOGY. COMPUTER SCIENCE. VOCATIONAL TRAINING. TRAINING NEEDS. CURRICULUM SUBJECTS. HIGHER EDUCATION. APPRENTICESHIP. BUSINESS SCHOOLS. MANAGEMENT TRAINING.

Adviesgroep projecten 2e fase van het voortgezet onderwijs
Advies met betrekking tot informatie in het voortgezet onderwijs
Zeist, 1984, 12 p.

Note from the advisory group projects upper secondary education containing advice regarding information science in secondary education. Educational objectives. Developments in the various sectors of secondary education. Training and re-training. Advice-structure. Role played by Centre for education and Information (COI) in Enschede.

COMPUTER SCIENCE. SECONDARY EDUCATION. UPPER SECONDARY EDUCATION. EDUCATIONAL POLICY. INFORMATION TECHNOLOGY. TRAINING NEEDS. TRAINING COURSES. RETRAINING.

Informatica in het beroepsonderwijs voor anderen dan informatici. tweede advies van de werkgroep informatica-onderwijs van de Nederlandsche maatschappij voor nijverheid en handel en het Nederlands Genootschap voor informatica
Maatschappijbelangen, 148 (1984), nr. 1.

Discussion on what skills and knowledge pupils in the l.h.o. (Lower vocational education), m.h.o. (intermediate vocational education) and h.h.o. (higher vocational educaton) have to master with regard to

information science, in order to function well in their job: aims of vocational education and what they mean for the teaching of information science; means to reach the aims; approach and content of the various ocmponents of the subjects to be taught; differentiation of components of training content into levels of teaching; methods by which the recommendations of this advice note may be applied.

COMPUTER SCIENCE; INFORMATION TECHNOLOGY; VOCATIONAL TRAINING. SECONDARY EDUCATION. CURRICULUM SUBJECTS. CURRICULUM DEVELOPMENT.

Instroomproject schoolverlaters informatiseringsberoepen
Uitlegkrant, 1, 17 april 1985, no. 9. p.2

5000 Schoolleavers can undertake training in information science. 5000 Schoolleavers from havo, mavo and lbo (secondary modern school, lower secondary school and lower vocational trainign) and young unemployed people are offered the opportunity to receive training for E.D.P. professions for one year, starting in August 1985. This will be effected within the framework of the Instroomproject Schoolverlaters Informatiseringsberoepen - I.S.I. (Enrolment Project Schoolleavers E.D.P. professions). In the organisation structure the I.S.I. falls under the ECABO-division (Vocational training Economic and Administrative Education).

COMPUTER SCIENCE. INFORMATION TECHNOLOGY. SCHOOL LEAVING. EDUCATIONAL POLICY. YOUTH. UNEMPLOYMENT. TRAINING NEEDS. TRAINING COURSES. ACCESS TO EMPLOYMENT. APPRENTICESHIP.

Computer in het Beroepsonderwijs
In: Interaktie, 14, april 1985, no. 8. Themanummer.

Contents
: Vocational education and information technology, a number of articles of different authors concerning this subject.

TRAINING NEEDS. CURRICULUM DEVELOPMENT. TRAINING PERSONELL. COMPUTER SCIENCE; INFORMATION TECHNOLOGY; VOCATIONAL TRAINING. APPRENTICESHIP MINISTERY OF EDUCATION. TEACHERS. TRAINERS. TRADE-UNIONS. ATTITUDE. INTERVIEWS.

Nascholing informatie-technologie in het VT-Kort Middelbaar Beroepsonderwijs
Landelijk Projectleidersoverleg Proefprojecten VT-Kort Middelbaar Beroepsonderwijs, 's-Hertogenbosch, 15 februari 1985, 15 p.

Proposal to supplementary arrangements for the Structure-plan additional training information science of Oguna V.O., December 1984

(Annex 1 to WOP-information of 5th March 1985). The writer is of the opinion that the orientation stream in the structure plan of OGUNA V.O. need not be adjusted to the specific aims of KMBO (shorter intermediate vocational education). A differentiation will be effected in the information science-stream, i.e. in coherence with the technological developments in the various trade and industry branches. The 3rd stream for information technology /micro electronics will especially be used in the training for the electro section and for those trade and industry branches which are greatly influenced by information technology. The 4th stream, information science in the curricula is important for all the educational fields in Shorter Intermediate Vocational Education. Per educational field the training-road for teachers Shorter Intermediate Vocational Education and the estimated qualification requirements are discussed.

TRAINING COURSES; CURRICULUM; COMPUTER SCIENCE; TECHNOLOGY; MICRO ELECTRONICS; VOCATIONAL TRAINING; RETRAINING. CONTINUING VOCATIONAL TRAINING. TEACHER TRAINING.

Ministerie van Economische Zaken
Verslag van werkzaamheden Adviescommissie inzake de voortgang van het Industriebeleid VI B, juli-december 1983, (eindverslag)
Den Haag, 1983, 40 p.

Advice report with regard to industrial policy. Technological policy; relationship between government and TNO (Dutch Organisation for Applied Research in the field of Natural Science), other major technological institutes and trade and industry, education and research performed at universities, technological fields of attention, protection and imparting of knowledge, international interfaces. Relationship between vocational education and trade and industry.

TECHNOLOGY. INDUSTRIAL POLICY. SCHOOL-ENTERPRISE RELATIONSHIP. ORGANISATIONS. RESEARCH PROGRAMMES.

Adviescommissie voor onderwijs en informatietechnologie.
Informatietechnologie in het MBO. 3e Rapport
Staatsuitgeverij, Den Haag, maart 1984, 63 p.

Sequel to the 1st report of advice on information technology in education. There are 3 types of information-technology education at MBO-schools (Intermediate Vocational Education): Intermediate Information Technology Education, which is geared to the qualifcation requirements in the professions, users information technology education as an aid in following a profession. General subjects: realtionship with information technology. Equipment - Operating systems - implementation. Current state of affairs and bottlenecks. Relationship with various school types. Considerations and recommendations: Structural provision of trianing, - curricula,

training content, - re-training of teachers, - relationship practical experience - adjustment law and legislation. Financial implications. Recommendations for various school types in MBO.

INFORMATION TECHNOLOGY. COMPUTER SCIENCE. CURRICULUM SUBJECTS. UPPER SECONDARY EDUCATION. VOCATIONAL TRAINING. RETRAINING. CONTINUING VOCATIONAL TRAINING. OCCUPATIONAL QUALIFICATION. SKILL DEVELOPMENT. RECOMMENDATIONS. EDUCATIONAL FINANCING. LEGISLATION.

Stichting voor de leerplanontwikkeling.
Symposiumboek. Verslag symposium. De micro-electronica in beroepsonderwijs en bedrijf, d.d. 14 en 15 juni 1983
Zwolle, februari 1984.

Report of the symposium, held on the 14th and 15th June 1983 on Micro-electronics in vocational training and enterprises.

MICRO-ELECTRONICS. TRAINING NEEDS. SKILL DEVELOPMENT. VOCATIONAL TRAINING. ENTERPRISES. CONFERENCE REPORTS.

10. Training for Teachers Vocational Training

Wong, R.A., Voorbach, J.T.
Knelpunten in de voorziening van bevoegde en bekwame docenten in het beroepsonderwijs
Leiden, Leids interdisciplinair centrum voor onderwijsresearch, 1984, 36 p.

Report of short-term research into the shortage of qualified teachers in vocational education, which was commissioned by the Protestant Christian Teachers' Union (PCO) and carried out by the working group Labour-problems and welfare in co-operation with the Leids Interdisciplinary Centre for Educational Research in Leider. Further research into the quantitative and qualitative bottlenecks in the provision of qualified and capable teachers in vocational education.

VOCATIONAL TEACHERS; TRAINING OF TRAINERS. LABOUR SUPPLY. TEACHER TRAINING.

Ministerie van Onderwijs en Wetenschappen
Een weg/wijzer; nascholing voor voortgezet onderwijs; volwassenen-educatie; hoger beroepsonderwijs 1985/86
Zoetermeer, 1985, 16 p.

A guide to refresher courses for secondary education, adult education higher vocational education in 1985 and 1986.

TEACHERS; TEACHER TRAINING. ADJUSTMENT TRAINING. CONTINUING VOCATIONAL TRAINING. FURTHER TRAINING.

Dodde, N.L. eindredactie.
Onderwijskunde; een cursus voor onderwijsgevenden in het volwassenen-onderwijs (bd 1). Theorie (met bijdragen van C.F. van Biesen, A. Cras, N.L. Dodde)
Utrecht, Stichting Teleac, 1983, 118 p.

Coursebook containing instructions with regard to the educational aspects of adult education. Discussion of components of the learning process, aims, initial situation, didactical approaches, training conditions and training activities, training content and planning of training content, teaching aids, evaluation.

ADULT EDUCATION. TEACHERS; TRAINING OF TRAINERS. TEACHER TRAINING. TEXTBOOKS. EDUCATIONAL THEORY. LEARNING METHODS.

COLEBO-advies
Commissie Leraren Beroepsonderwijs,

Detailed information on the origin of the COLEBO (Committee Teachers Vocational Education). Chapter 2 outlines the structure of the BBO (Vocation Oriented Education) and the role of BBO-schools in education. Chapter 3 gives a description of the teachers of technical subjects. Chapter 4 deals with the training of teachers of technical subjects in BBO as COLEBO envisage it. This outline is worked out in chapter 5 according to seven professional sectors, namely the training of skills for consumptive and graphical professions, electrotechnical and mechanical engineering, and technical engineering in building, motorcar construction/maintenance and installation techniques. Chapter 6 gives a survey of the qualifications. Chapter 7 contains recommendations.

TEACHERS. TRAINERS. VOCATIONAL TRAINING. TRAINING OF TRAINERS. TEACHER TRAINING. SKILLS. SECONDARY EDUCATION. TRAINING NEEDS. OCCUPATIONAL QUALIFICATION. MECHANICS. ENGINEERS. CONSTRUCTION WORKERS. RECOMMENDATIONS.

CEDEFOP — European Centre for the Development of Vocational Training

Vocational training in the Netherlands
A selected bibliography

G.M.G. Spronk

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